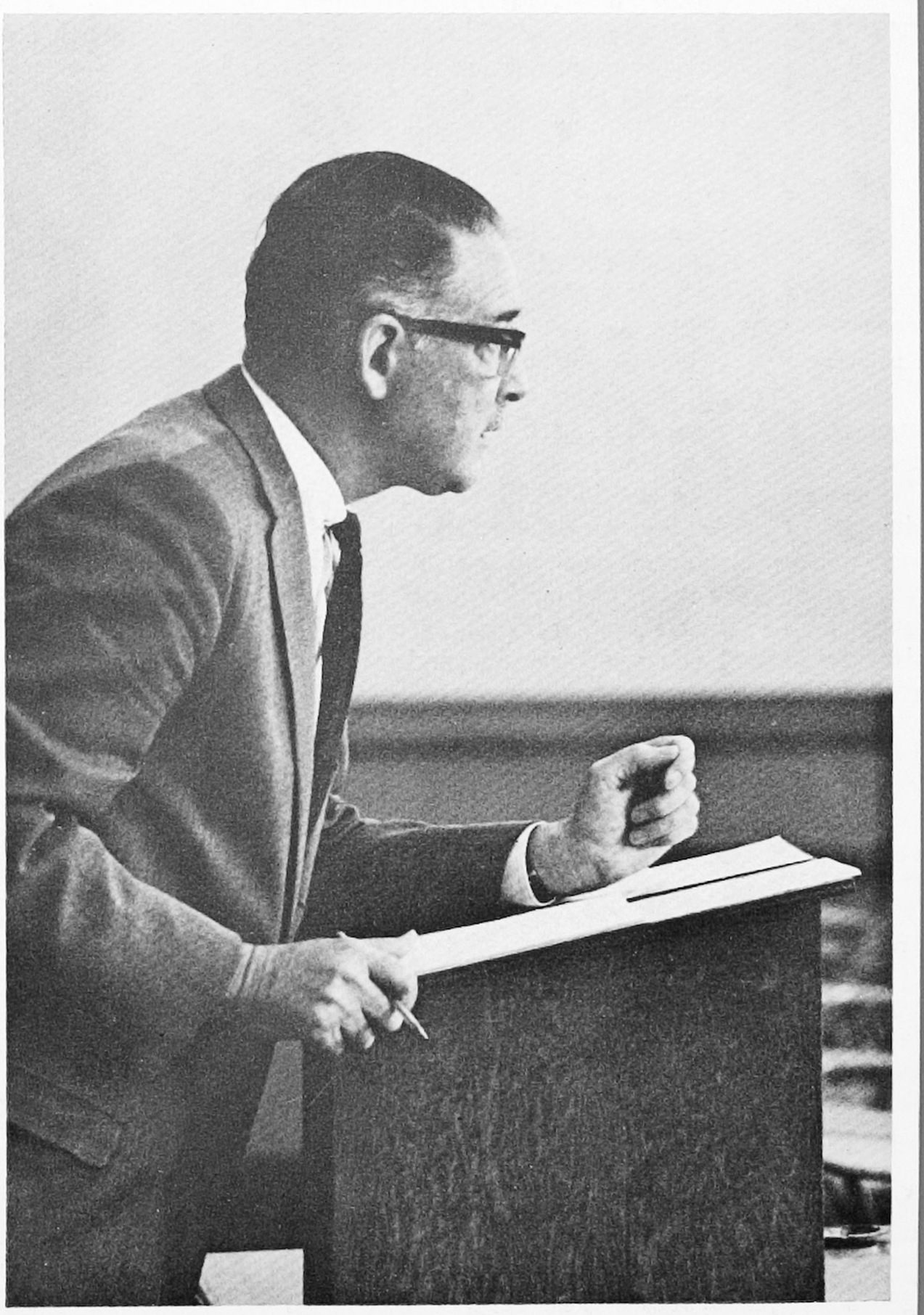
MIDDLEBURY COLLEGE

News Letter



SPRING
1966

What is Happening to College Teaching?

College Will Not Adhere To NCAA Ruling

Middlebury College after careful consideration of the National Collegiate Athletic Association's 1.600 rule governing the grants in aid to student athletes, "believes it inappropriate to adhere to this ruling," President Armstrong announced in a recent statement.

Under the new ruling no NCAA member is permitted to give a grant in aid to an athlete unless his classroom average is at least 1.600 on a scale of 4.000 as 100 per cent. The NCAA then asked all 571 member colleges to sign an agreement to this effect or forfeit their rights to compete in NCAA championship events.

The eight Ivy League colleges refused to accept this ruling, pointing out that such matters should be decided by the individual colleges, not the NCAA. Several other Eastern colleges and universities, including Middlebury, took a similar stand and declined to sign the statement.

Reasons for Middlebury's position are outlined in the following statement made by President Armstrong:

"During the past month, Middlebury has followed closely the developments within the NCAA with regard to the '1.600 rule,' and after due deliberation, Middlebury believes it inappropriate to adhere to this ruling.

"Middlebury, in determining financial need and in granting financial assistance, makes no distinction between students who participate in athletic activities and those who do not; therefore we are unwilling to accept a ruling from the NCAA which is predicated on such a distinction and which is not relevant to our local situation.

"Secondly, Middlebury has no quarrel with the NCAA and would like to remain within this national organization. We feel, however, that our internal policies and standards should not be regulated externally. At our institution as at many others, undergraduates are students first and athletes second.

"Lastly, Middlebury believes that students with low grade averages should not automatically be barred from participation in sports without consideration of other factors.

"It is my sincere hope that at the next January Convention of the NCAA the '1.600 rule' will be modified, if not completely deleted from NCAA By-Laws. We plan to work with other institutions, including the Ivy League schools, to bring about such a change within the NCAA organization."

Four Students To Receive Woodrow Wilson Fellowships

Three seniors and a special student have won Woodrow Wilson Fellowships for graduate study next fall. In the number of students selected for the award, Middlebury places in the top third among 43 New England and Canadian universities and colleges. Woodrow Wilson Fellows receive tuition and fixed fees paid for one year at the graduate school of their choice. In addition they are granted a living stipend of $2,000. The program is designed to develop new college professors, (*Please turn to page 55*)

Fred Neuberger, '50, Director of Admissions (right) and Edward Sommers, '60, Assistant Director, review applications received for admission to the College. If the demand for the product is the chief measure of its success, Middlebury College today is very successful. Each year for the past five years the College has had more than 2,500 applications for admission. This year 3,000 applications were received for the 385 places in the freshman class, statistics which place Middlebury among the most "selective colleges" in the nation.

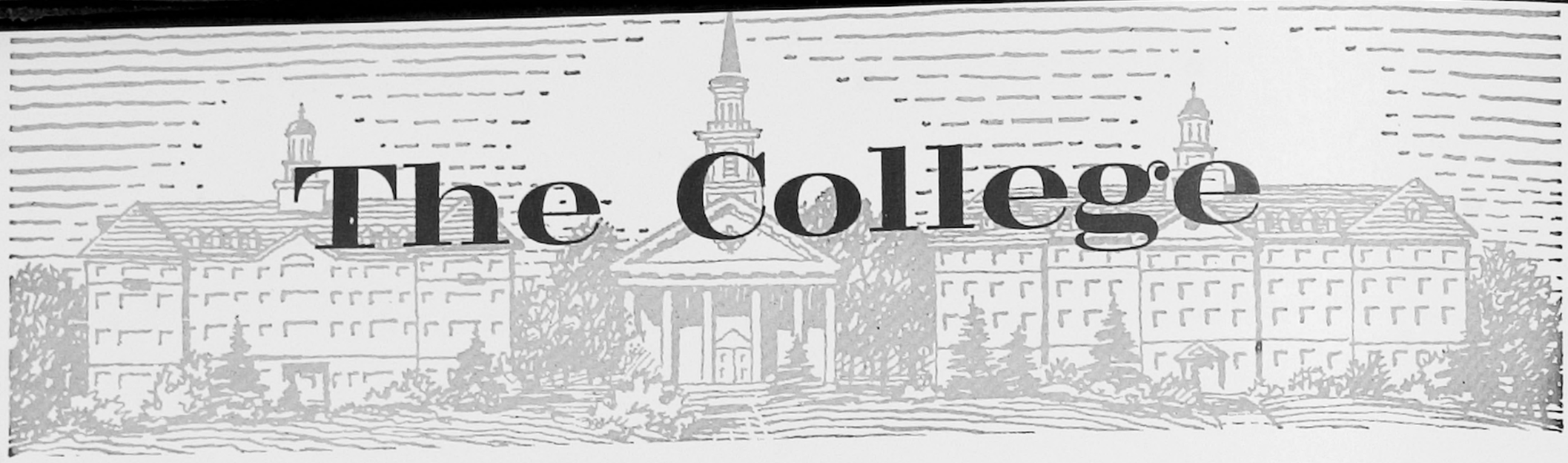
President Will Head Fund

Dr. James I. Armstrong, President of Middlebury College, has been elected president of the New England Colleges Fund, Inc., which has a membership of twenty-seven colleges and universities.

Named by the Fund's Board of Trustees at its recent annual meeting in Boston, Dr. Armstrong succeeds Dr. Thomas C. Mendenhall, President of Smith College, as head of a project established in 1953 "to provide a convenient channel for business and industry to give the kind of money which independent colleges need most of all and find hardest to raise: day by day operating funds for faculty salaries."

Membership in the Fund, which is open to all accredited four-year colleges in New England granting 150 liberal arts and science degrees for two consecutive years, includes, in Vermont, St. Michael's College and Norwich University.

Gifts to the Fund are used as (*Please turn to page 55*)



Two Jean Thomson Fulton Professors Named

The appointment of two distinguished modern language teachers under the Jean Thomson Fulton Professorship Fund was announced in early April by Dr. James I. Armstrong. They are Dr. Salvatore J. Castiglione in Italian and Dr. M. Kimberly Sparks in German.

Dr. Castiglione and Dr. Sparks are the first holders of endowed chairs provided by The Jean Thomson Fulton Professorship in Modern Languages and Literature established in 1963 by the anonymous gift of a generous Middlebury benefactor.

Dr. Castiglione

Although Dr. Castiglione is now serving as Professor of Italian at Georgetown University, he is no stranger to Middlebury since he was first appointed to the faculty of the Middlebury Summer Italian School in 1937 and has served as Director of the Italian Summer School since 1948. He comes to Middlebury with the rank of Professor of Italian and will continue as Director of the Italian Summer School. Dr. Castiglione graduated in 1932 from Yale, where he earned his Ph.D. in 1939. He was an Italian-American Exchange Fellow at the University of Florence, Italy, in 1934–1935 and also studied in Florence in 1950–1951 under a Fulbright grant.

Last year he was Visiting Director of the Language Program of the Syracuse (University) Semester in Italy; and for the academic year 1960–61, in Florence, served as Director of Studies for the Middlebury College Graduate School of Italian in Italy. Before joining the Georgetown faculty in 1951, he taught at Rutgers University and at Yale. Dr. Castiglione is a Past President of the American Association of Teachers of Italian. He is the author of numerous articles, reviews and translations which have appeared in professional journals, and of a translation of Benedetto Croce's "Politics and Morals," published by the Philosophical Library in 1945.

Currently Assistant Professor of Germanic Languages and Literature at Princeton, Dr. Sparks comes to Middlebury as an Associate Professor of German. He graduated from Princeton in 1956 with Phi Beta Kappa and summa cum laude honors. He earned his Doctorate at Princeton in 1962. At the Princeton Graduate School he held a Princeton National Fellowship and a Samuel S. Fels Fellowship. In 1957–1958 he was a Fulbright Fellow at the University of Vienna where, in the fall of 1964, he gave a course in the European novel at the Institute for European Studies.

Dr. Sparks

In 1965 Dr. Sparks was appointed to the German Achievement Committee of the College Entrance Examination Board and from 1957–64 he served as consultant in Russian to the Test Development Division of the Educational Testing Service. He joined the Princeton faculty in 1959 as an Instructor and was made an Assistant Professor there in 1962.

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Editor: George H. Huban

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Reginald L. Cook, '24

D. H. Lawrence suggested, "Let's run up a little flag, and declare for something." Let us declare for an attitude of mind, a special climate, and the humanistic process realizable here and now in the liberal arts tradition at Middlebury College.

First, we declare for a renewable attitude of mind in opposition to constricting rigidities and inhibiting conformities. And we meet these oppositions squarely when we answer affirmatively the essential question asked in Ezekiel: Can these bones live? "Behold, I will cause breath to enter into you, and ye shall live." In effect, when we expand, subtilize, and refine our knowledge, we lash vitalizing sinews to the ancient bones of traditional knowledge and breathe the breath of life into them. One of the ways a teacher does this is by keeping alive at the top. "The more an organism learns," says John Dewey, "the more it has to learn in order to keep itself going." A good teacher is this kind of an organism and keeps going by doing something extra all the time. In languages, perhaps by translating for fun from the *Aeneid*, *Don Quixote*, Hölderlein, or Rimbaud to test facility and skill; in history by preparing a study of the life of Nicholas of Cusa; in anthropology, by examining the ceremonials of the Navajo Indians in the Southwest; in chemistry, by studying the activity of the nucleic acids; in geology, by mapping the structure of the Champlain valley; in biology, by tracking down the life history of bats; in economics, by pursuing the vagaries of Keynesian economics; in fine arts, by painting a picture; in music, by composing; in literature, by writing poetry or stories, or by editing the text of a Howells' novel for a definitive edition. When a teacher is at work imaginatively in his familiar discipline, his attitude of mind toward his teaching becomes reflective and creative. It lashes live sinews to otherwise dead bones.

Beyond this devoted engagement on the instructor's part let the publications arise naturally from competency and capacity. In a profession triangulated by library, classroom, and laboratory or office, the demands are sufficiently exacting. Truly, there isn't much *lebensraum*. Except for the vacations. But for thirty-five years, serving in the intimate councils of college administrators, I never once heard a Middlebury College president suggest a member of the faculty must produce or move on. Instructors were urged to make the most of their opportunities and abilities; others were publicly praised for their creative efforts; the failures of a few were condoned or ignored. But no one won or lost preferment solely because of publications. No procrustean policy prevailed. The relationship between effective teaching and compulsive publication was kept elastic. This is, I submit, a record of enlightened leadership.

More than this: no administrator ever interfered with or ever offered gratis any criticism which would cramp, curtail, or cripple my freedom in-or-out of the classroom. The enlightened policy seemed to be: if one's knowledge can better be vitalized by one technique than another, let the instructor exercise the freedom he deserves to find his own way and play to his own strength. The implied policy appeared to be that when chosen an instructor assumed responsibility and, all things considered, he would respond with the only loyalty that is important—a total dedication to his professional search for truth.

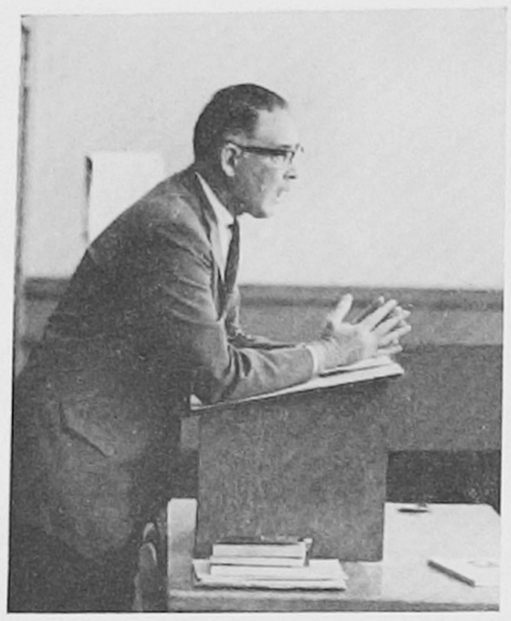
Secondly, an effective liberal arts college not only reflects administrative enlightenment and instructoral freedom in its attitude of mind; it also creates a special climate. I think Middlebury has been moving toward this goal—granted a rather intangible one—of a charged intellectual excitement outside as well as inside its study halls and classrooms. Sometimes the effort has been a fumbling one (in curricular changes); occasionally self-conscious (in its numerous conferences); rarely enough has it exhibited a total realization through the collaboration of its dominant factors (the board of trustees, the administrators, the faculty, the alumni, the students).

I am not plumping for a special climate in a Utopian future, nor, least of all, for an escape into the apparent perfectability of an illusory past. But I believe when the climate is right, when the ideas circulate with freedom, congeniality, and stimulation, when the play of faculty mind-on-mind is bracing and challenging, when teachers write readily and well from inner necessity and not from official compulsion, when the student catches fire from an intellectually surcharged atmosphere and not solely from his specialization, then the liberal arts college will approximate this particular goal. The goal is hardly Utopian; surely it isn't escapist. It is a doctrine of educational realism. If the liberal arts college is to survive it will survive because it will be able to educate more effectively the able students of our country. Every excellent liberal arts college, like Middlebury, will have to create a climate, not tense, not driven, but one where the pervasive atmosphere is intellectually energized. Which leads me to my third suggestion.

Thirdly, when teachers feel the responsibility of their freedom, they are better prepared to extend *noblesse oblige* to those they teach. Before students at the undergraduate level are freed, it must be clearly indicated what they are being freed to. The function of the college is to show students how to use the bench tools with skill, accuracy, and imagination. Yet

FACULTY FORUM

WHAT IS HAPPENING TO COLLEGE TEACHING?



REGINALD L. COOK, '24
Julian W. Abernethy
Professor of American Literature
Middlebury College

JOHN C. DAWSON, '48
Associate Professor of Economics
Grinnell College

GEORGE W. NITCHIE, '43
Associate Professor of English
Simmons College

G. DANN SARGENT, '57
Instructor in Chemistry
Princeton University

PETER J. STANLIS, '42
Professor of English
University of Detroit

Alumni teaching at five different colleges and universities discuss this question which was prompted by the considerable amount of attention given recently to the problem of teaching versus research and how the policies of the institutions of higher learning on this question affect faculty and students.

chologist in a four-man "balanced" department may well feel that he has *no* colleagues on his own faculty. This process is furthest along in the sciences, but it is progressing in the social studies and humanities. Specialization does lead to efficiency in much academic work, and it is a fact of academic life that has not gone unnoticed. I stress it here because the accommodation of liberal education to it so far has not been very encouraging: the undergraduate major has become pre-professional vocational training.

Let me turn to some of the implications of these forces for the liberal arts colleges. If the colleges want first-rate faculty they must find ways to offer professional working conditions comparable to the better universities. Faculty time is the main consideration. To compete adequately a college might now need standard two course loads, leaves every 3 or 4 years and study-grant funds to provide equity in their distribution, shorter semesters, increased professional contact. Even given such working conditions it will be most difficult for new or weak colleges to get able staff. The newer academic culture requires that one join an institution that is already excellent.

It would be convenient if teaching and scholarly talents did not so overlap, were not so often combined in the same person. It would be fortunate if a revulsion against academic trivia and corrupt evaluation of scholarship were to sweep the universities. Then sufficient able teachers might head for the colleges without the changes I urge. But such hopes are illusory. They misconstrue both the nature of the academic raw material and thoroughness of its graduate school processing. The better arts colleges have long felt their inability to provide time for teachers to stay alive intellectually. But sentiment must now be turned to action or, I fear, faculty quality will fail and with it our best education. And few will know it is happening.

I am not proposing that the college become a little university. The purpose of the arts college remains superior undergraduate education. Nevertheless, scholarship should flourish there, scholarship in which the college has a comparative advantage over the university by virtue of the contact maintained among disciplines. Such studies involve disciplinary boundary lines, look toward the integration of knowledge, or lie close to the fundamentals of a field. These works help academics retain their perspective. In fact one critical task for the colleges is the creation of a system of incentives for the stimulation of liberal study.

There are other equally serious problems even if a first-rate faculty can be acquired by a college. The liberal instincts of the young professional still have to be nurtured. The attempt to do so by curricular and pedagogical experiments that cross departmental lines seems to fail. The fact is that many faculty members will not devote time to ventures carrying no professional glory. Even within a department each now teaches a band of the disciplinary spectrum far broader than his specialism. Professionalism and specialization will, then, do battle with our present fragile implementation of the wholeness of intellectual life, knowledge for its own sake, and a concern for first principles. Who can confidently predict that liberal education will survive?

Dr. Dawson majored in economics at Middlebury College and received his Ph.D. in the same field from Cornell University. He taught at the University of Maryland before joining the Grinnell College faculty in 1957. Last year he held a Brookings Research Professorship and engaged in research in London, England. Dr. Dawson has served as a central staff member of the Commission on Money and Credit. He is married to Edith Gordon, '47. The Dawsons have two children—Wendy, 10, and Bruce, 2.

George W. Nitchie, '43

It Seems to Me that some of the most important things happening to college teaching don't look as though they have much to do with teaching, while some of the traditionally important problems, such as that of teaching versus research, are or should be losing some of their relative urgency. Speaking for myself, I can say that that problem has never been very real. This is partly an accident of location (there are plenty of libraries in and around Boston), partly of discipline (in English the problem is less acute than in Biology, say, which requires laboratory space and facilities), partly of institution (Simmons has always recognized other criteria than research and publication for granting tenure and making promotions, and has further been both predictable and liberal in granting sabbatical leave), and partly I daresay of bent.

My experience here may well be atypical. But even if it isn't, it may not prove much, for two reasons. First, and obviously, we may be too ready to assume that time not devoted to research will be devoted to teaching; unfortunately Parkinson's Law is a reality here as elsewhere, and it does not necessarily operate

teachers are not only expected to focus on the tools and techniques, they are pledged to help students grow up in the particular culture to which they are exposed.

Robert Frost once contended you can "speed up" the educative process by teaching the young mind to shoot quickly, but he may shoot before he sees the target. You can "toughen up" the young mind by putting it through a stiff scholastic regimen; 'give it the works,' as it were. But you might break it quite as readily as make it. Or, you can "tone up" the young mind by directly exposing it to an enlightened humanistic culture. At Middlebury, President Armstrong aims at liberalizing *both* the arts and sciences.

To clarify Robert Frost's simplification, what we should be preoccupied with is not instant maturity. Neither is it application of Spartan tactic. A process of *gradually* liberalizing the spirit and intellect of the student, according to his or her personal and private growth should be the one that engages our total interest. Education is, from this view, a process by which the *whole* person is developed, not paternalistically but with guidance and direction. "(Man's) thought must live with and be inspired with the life of the body," says Thoreau.

A liberal arts education must touch the student at many places—where he feels, thinks, acts, where he enjoys, and where his conscience is engaged. He is a whole (I repeat) not a partial man, and it is important that he grows up as fully developed as he can for a world whose demands upon him are not less than his greatest adequacy and versatility. Only a process in which a man grows up *through* it, gaining confidence by self-discoveries, expressing his feeling with tact, expanding his tolerance into areas beyond a limited range, and tempering any arrogance with the humility of wonder, will do. After all, what kind of a person are we trying to produce?

Professor Cook, a Rhodes Scholar, has taught at Middlebury for the past thirty-six years. His enthusiasm for American Literature in general and Thoreau in particular is a living tradition at the College. It has often been quoted that he has the rare ability to make his own appreciation contagious even to the last student in the back row of his classroom. Commenting in a short autobiographical note, recently, Professor Cook wrote: "Although deeply rooted in Middlebury since 1929 as a teacher of American literature and as a some-time Director of the English School at Bread Loaf, my curiosity about this country has drawn me to all regions, but especially the West. First, it was the Indians and deserts in the Southwest, then the mountain country of the Rockies, later the 'continent's end.' But the operative principle has always been withdrawal and return. I've always come back to home ground. Here I still take my accustomed stand, an interested and active participant in a changing college during the 'billion dollar speed-up.' Middlebury College is enterprising, the direction is enlightened, the students are keen, the facilities are matching the needs. Once Ernest Hemingway said: 'The country that a novelist writes about is the country he knows and the country he knows is in his heart.' It is the same for a teacher of *American* literature. I have been lucky all the way: in the college, in the field, in the friends."

John C. Dawson, '48

We Who Believe that the best education is liberal, and that liberal education is a craft best conducted on a small scale, have to be wary these days, lest we substitute faith for analysis of what is happening. Unfortunately, social institutions have a way of dying which allows the faithful to remain at worship within the hollow shell. I shall focus on two forces with grave consequences for the liberal arts college: the cultural stamp now placed on our better graduate students, and the continuous increase in scholarly specialization.

Consider the young academic emerging from professional training, Ph.D. nearly in hand. He has become an organization man: his organization is the professional subgroup of his academic specialism, not the faculty he is about to join. He is on the first rung of a ladder to success, the steps upward representing higher status as judged by this professional subgroup. He is interested in scholarship, but only partly in new knowledge per se. Scholarly production carries with it the prestige he seeks; his bibliography will be the measure of this esteem. Growth of his teaching capabilities will probably have been stunted by graduate work. And, while he probably expects to teach for a living, he knows that his teaching cannot help him much toward the status he seeks.

I am trying here to characterize a pervasive cultural force that many of us are caught in. The abler the graduate student and the more august his graduate school, the firmer is this stamp. I believe that this force has grown for some 50 years and that it will continue to do so. The young academic today who is willing to place his professional life on the altar and dedicate himself to a teaching mission in the academic wilderness is either a maverick or, alas, a second-rater. The ideal itself sounds anachronistic.

A second, related force is the increasingly fine division of academic labor within each discipline. The peer groups referred to above are subgroups of the academic discipline. That is, the biologist or psy-

sheer delight associated with the birth of an idea, to bring the student to feel, at first vicariously, the joy of discovery. Only in this way can he awaken the student to the pleasure of intellectual activity and inspire in him a verve for acquiring the knowledge essential for the formulation of ideas.

In order to fulfill this role effectively, the college teacher must himself experience on a continuing basis the joy of discovery. He must, in short, be a teacher scholar. Active participation in research is also essential to the college teacher as a means to permit his own continued intellectual growth. Insured ego gratification is a built-in fringe benefit of college teaching. Though not necessarily more intelligent, the teacher is per force both more experienced and more mature intellectually than his students. He is a trained professional, whereas they are neophytes. It would be unrealistic, however, to expect a mature adult to derive ultimate satisfaction from the admiration of this necessarily uncritical audience. To remain creatively alert, a man requires the continuing judgement, and hopefully the approbation, of his intellectual peers.

Just as continued scholarship enhances the effectiveness of the teacher, teaching has a salutary influence on the scholar. In order to convince others, the teacher must convince himself. He is constantly forced to reexamine and reevaluate the basic tenets of his discipline. This process always brings new understanding, and frequently, new insight. To the dialogue of discovery, the teacher brings an experienced and mature intellect, the student a fresh and unbiased mind. The student thus serves as a *touchstone* by which the teacher can evaluate the relevance and significance of his own research.

The antagonism in the teacher scholar synthesis is introduced by the element of time. The story of college teaching today is largely the story of the balance the faculty chooses to, or is allowed to strike between teaching and research.

An exceedingly bright, interesting, highly motivated undergraduate recently told me that, in three years at Princeton, he had found only one faculty member whose office he could enter without feeling that he was interrupting something far more important than his visit could possibly prove to be. This situation is by no means unique to Princeton, as recent developments on a number of university college campuses will attest. To many university faculty members, the undergraduate, as an individual, has become irrelevant. The preparation of books and articles, direction of graduate student research, service on government advisory panels, consulting for industry, and travel to attend meetings of learned societies or to deliver lectures at conferences or other universities simply leaves little or no time for personal consultation with undergraduates. For many members of our university faculties, good undergraduate "teaching" has come to mean a lecture brilliantly prepared and cogently delivered.

To a significant extent in our university colleges, the dialogue of discovery has become a monologue. The undergraduate in search of an intellectual jousting match must frequently content himself with a graduate student, little more mature than himself, as a partner. This circumstance is particularly unfortunate in the sciences, since the more capable graduate students are almost universally supported by means of fellowships and research assistantships. Teaching assistantships thus fall to those unable to secure one of these forms of support, not necessarily to the most able or highly motivated potential teachers.

The roots of the imbalance in the teacher scholar synthesis at our university colleges today can be traced largely to developments external to the university itself. Government and foundation grants permit academic personnel to carry out research on a scale unimagined fifteen years ago. The age of the industrial and government consultant has brought to the successful scholar not only wealth, but an unprecedented position of power and prestige. More than one-third of our high school graduates today go on to college. As a result of the consequent devaluation of the B.A. degree, there has been a dramatic increase in the number of students who pursue some form of graduate education. As graduate work has supplanted the college experience as the culmination of the educational process, the prestige of a university has come to be measured more by the quality of its graduate schools than that of its college. Since graduate education is professional education, the quality of a graduate school is judged by the calibre of the scholarship which emanates from it. Demonstrated ability in creative scholarship is thus given top priority in evaluating potential university faculty members.

While these and other factors have combined to produce a research oriented imbalance in the teacher scholar synthesis at our university colleges, their influence on undergraduate teaching in the so-called small, liberal arts colleges, such as Middlebury, has been markedly different. Here their effect has been to correct, at least partially, the previous imbalance under which wholly inadequate opportunities for research were available to the teacher scholar. As a result, not only are the present faculty at these colleges enabled to teach more effectively, but the colleges are also able to attract, as new faculty, many men who might previously have been lost to institutions which offered a more healthy balance between

to the advantage of one's students. Committee business, some of it important, consumes an inordinate amount of faculty time. Often enough, one's students are satisfied, or only passively dissatisfied, with the teaching that goes on formally in the classroom, and impose no further demands, either finding their own way by themselves or resorting to other sources of counsel and dialogue. And often enough they are right; often enough the things we can tell our students have only tangential bearing on the things those students are really bothered by.

Here I have to assume a semi-prophetic role. My second reason for thinking my own experience doesn't give me much to say is a near-conviction that, even without the burdens imposed by research and other extra-pedagogical pursuits, we can't really give our students the enrichment they need, and in some sense want, because the colleges, especially the small, privately-endowed ones, do not have it to give except vicariously: a sense of what the world is really like. As one unusually perceptive student put it, she came to college expecting the world, and found something just like home only more so. Instead of one middle-class father, she had four of them, one in each course; instead of two middle-class sisters, she had a dormitory-full, all of them able to pay up to three thousand dollars a year in order to be there. And the world is not like that.

What follows, I think, is that the relatively small, privately-endowed colleges have a choice to make: they can subsidize research, or they can subsidize students. Either choice has value, and the large universities may be able to afford both, but it seems unlikely that many small colleges can, to any substantial degree. And to make my own bias clear, I think that our real business is with students, both those who are in our classes and those who aren't because they can't afford the tuition. I think the colleges have an obligation to break through those patterns of middle-class suburban life, admirable though they are, that we increasingly present as tuition costs continue to rise. And I think we can do this more effectively if, with some reluctance, we leave research to the universities, devoting more of our own resources to the finding and financing—and teaching—of students for whom college is not otherwise in the picture. They need college, but I suspect that the colleges need them even more.

I can't really argue this point, and in some ways everything seems against it. The state colleges and universities can do the job more economically; a thousand dollars will provide a year's tuition for five students at the University of Massachusetts; at Simmons, or Middlebury, for less than one. Urban colleges can do it more easily than small town colleges, because students find it cheaper to live at home than in dormitories. Municipal junior colleges can do it at less total expense than four-year colleges. And so on. And yet the clearest alternative to our becoming a kind of special experience for the reasonably well-to-do, with all the uncomfortable implications of privilege and irrelevance and exclusivism, and with consequences for our teaching that are impossible to measure and unpleasant to contemplate, is to see to it that the clearly disadvantaged, to use the current term, are a real and present part of our operations.

Lest I seem altogether carried away by my own rhetoric, I must add that I know substantial steps toward that objective are being and have been taken, both by the Federal government and by the colleges themselves—substantial, but not yet enough. My point is twofold: first, that the colleges will serve their own best interests by devoting more rather than less of their resources to those steps; second, that if those steps are really successful, they will change the nature of our college populations. How this change will affect our teaching I do not know, but it should be worth watching. And in no place can it be watched more closely or humanely than in the small, privately-endowed colleges.

Dr. Nitchie's education was interrupted by World War II and three years of Army Air Force service in Australia, New Guinea, and the Philippines. After the war he did graduate work at Columbia which led to a teaching position at Simmons in 1947, and eventually to a Ph.D., with a dissertation on Robert Frost, published a couple of years later by Duke University Press. He is married to a former Bread Loaf School of English student and a Vanderbilt graduate. Dr. and Mrs. Nitchie are the parents of three daughters.

G. Dann Sargent, '57

EFFECTIVE COLLEGE TEACHING requires a synthesis, not unlike the Puritan synthesis, of two mutually reenforcing, but at the same time, mutually antagonistic components. The successful college teacher cannot be merely a purveyor of information, a kind of audio-visual aid to the College Outline Series. Rather, it is his function to convey to the student the

Under these Orwellian conditions the needs of the students and faculty vary considerably. For the mediocre students this anonymity serves as a convenient social disguise. As faces in the "lonely crowd" they can pursue pleasure, escape the army, remain dormant for four years, and at last join the growing army of semi-literate college graduates. Such students, with no deep commitment to the serious objectives of a college, and under no strain from the lenient academic standards, easily become bored and seduced by the siren songs of academic demagogues. Lately, under the guise of free speech and free love, these alienated adolescents have asserted themselves in riots and demonstrations, as a way of expressing a momentary self-identity as real individuals. Naturally, they have been supported by their counterparts among the faculty and administration.

For the better undergraduates these mass production universities are a grave threat to meaningful individual freedom and to genuine intellectual development. The same applies to the better faculty members who are interested in teaching. Many of the best faculty yield to the pressure by the administration policy of publish or perish. Like Dr. Faustus they sell their academic souls for the temporal power of success and prestige through research. While in perpetual pursuit of scholarship the best professors are removed from the most capable students, who otherwise could benefit from their superior knowledge and ability. The best hope for the superior student to cut through the jungle of anonymity, mediocrity and organized anarchy created by the uncontrolled growth of Behemoth University is to find those rare good professors who sacrifice their advancement in order to teach. Naturally, not all professors who refuse to pursue research are good classroom teachers, any more than are those professors who publish voluminously. But with luck and perseverance superior students and good teachers will find each other, even at Behemoth University. Through the sound guidance and teaching of such professors the good students will discover and develop their potential capabilities and secure a sound liberal arts education.

Undoubtedly, the most significant undergraduate education in America is to be found in the small highly selective liberal arts colleges. In all such colleges, where basic literacy and student capability and interest can be assumed, the primary need of each student is to secure a substantial breadth and depth of knowledge, an intellectual insight and understanding, and a skill in methods, in the humanities, social sciences and physical sciences, with special emphasis upon some major field of interest. The paramount purpose of the college is to fulfill this personal need in each student. Ideally, the interests of the professors and the aims of the administrators are identical with these student needs. Professors provide the means of fulfilling the intellectual needs of their students by centering their interests in classroom and laboratory teaching, not by pursuing private research for publication. Certainly, in preparing themselves for college teaching, professors should have done enough research to appreciate both its value and its limitations. They should also be thoroughly aware of the continued and current fruits of scholarship in the subject they teach, and in related disciplines. A college policy which provides leaves of absence for faculty members who wish to make up deficiencies in knowledge or skills, or to extend their interests, would be in harmony with the primary aims of a liberal arts education. But like the education which professors received as college and graduate students, the fruits of research should always remain only the means by which they impart knowledge, insight and skill to their students.

When a college administration puts a premium upon research, publication and public service, rather than on teaching, as the main basis for promotions, it is guilty of a short-sightedness that injures both students and faculty. There is nothing more detrimental to good college teaching than a policy which compels its teachers to neglect their students by pursuing research. In effect, this policy inverts the normal means and ends of imparting knowledge in college; it sacrifices the solid substance of education for the student, replacing it with the shining bubble of academic prestige for the college. It is no paradox that when research is made the supreme good for college teachers, the highest reward of a good teacher is not to teach.

Why do administrators so often exalt research and public service at the expense of teaching? Obviously, it is much easier to measure the tangible results of research in numerous articles and books than in the intangible development of students in the classroom. Also, graduate schools and universities dominate over colleges, and their emphasis is on research and specialization rather than on teaching and general knowledge. A third reason for the primacy of research is that there is a great deal of confusion regarding the relative importance of the preservation and transmission of old knowledge (teaching), the acquisition of new knowledge (research in pure science), and the practical application of new knowledge (applied science and utilitarian technology). Our colleges and universities hover ambivalently over the various claims made by the liberal arts, graduate and professional schools, (*Please turn to page 53*)

teaching and scholarship. In addition, since research is usually a cooperative effort between scholar and student, new opportunities for a close personal relationship between teacher and student in an exciting creative venture are being made available in increasing numbers at these colleges.

Dr. Sargent graduated from Middlebury magna cum laude with high honors in Chemistry. As a Rhodes Scholar, he studied at Merton College of Oxford University for the following two years after his 1957 commencement. He returned to the United States in 1959 and completed the requirements for his Ph.D. at Harvard University in 1963. His doctoral dissertation was on "Intramolecular Nucleophilic Displacement Reactions of Pi Electron Systems." He studied at Harvard (1959–62) under fellowships granted by the National Science Foundation. In the year 1962–63 he was a Sprague Electric Company Fellow at Harvard. In 1965 Dr. Sargent was selected as an Alternate Fellow under the White House Fellowship Program initiated that year under the sponsorship of the Carnegie Foundation. From 3,000 initial candidates, fifteen Fellows and fifteen Alternate Fellows were selected by the President of the United States upon the recommendation of the Commission on White House Fellows. For the past three years Dr. Sargent has been a member of the faculty of Department of Chemistry at Princeton University. Currently, he holds a $22,800 research grant from the National Science Foundation for research in the field of "Nucleophilicity of Carbon-Carbon Bonding Electrons." He has written a number of articles for professional journals and has a variety of research interests.

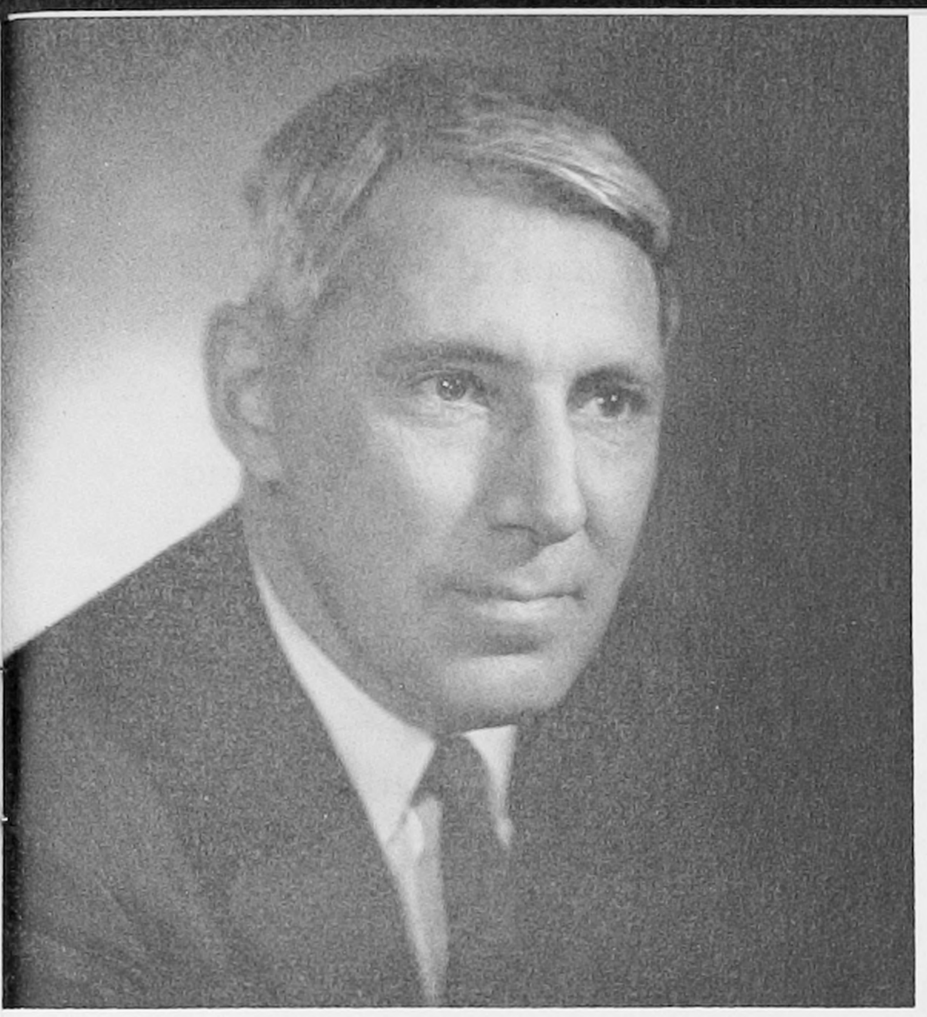
Peter J. Stanlis, '42

Dr. Samuel Johnson once remarked upon the general insufficiency of education in eighteenth century Scotland: "Their learning is like bread in a besieged town: every man gets a little, but no man gets a full meal." Up to twenty-five years ago, when only five to ten percent rather than the current forty to fifty percent of high school graduates went to college, Johnson's remark applied well to American education through high school, where learning was widely diffused and thinly spread. Today, the attempt to achieve mass college education on a national level has resulted in such a sacrifice of quality that Johnson's remark now applies to the many mediocre colleges which cover the American landscape.

This is most evident in the junior colleges and especially in the so-called "community colleges," which are no more than extensions of high schools. Community colleges are attended by the middle and lower level high school graduates and the rejects of four year colleges. They are often staffed by high school teachers, administered entirely by the anti-intellectual graduates of schools of education, and dominated by a sentimental trade-school mentality which is often totally ignorant of the liberal arts or fiercely hostile to them. In these institutions the culture vulture student is an extinct bird.

The phenomenal growth of these institutions can be explained wholly on commercial grounds: "Education has suddenly become the nation's 'major growth industry,' offering a commercial market that is expanding with astonishing speed as new funds, in large amounts, become available." (*Saturday Review*, Jan. 15, 1966, p. 58). If colleges were commercial enterprises this recent growth in vast numbers of students, in prestige of faculty, in library, laboratory and plant facilities, in philanthropic foundation and federal grants, etc., would pronounce them an unqualified success. By this materialist standard our community colleges would be our best colleges. But if colleges are primarily instruments of man's intellectual and cultural development, community colleges are at the very bottom of the barrel. The chief needs of students in these colleges are remedial reading, writing and arithmetic, enough of each to secure jobs of technical skill below the professions. Ironically, there is no conflict here between the claims of classroom teaching and research, not because the conflict has been resolved, but because of this level of intellectual mediocrity the world of ideas and scholarship does not exist, either for students or faculty.

On a somewhat higher intellectual level, and extending in range to good graduate schools, are the large land-grant undergraduate colleges, originally founded under the Morrill Acts of 1862 and 1890 for education in agriculture and the mechanical arts. Since World War II these colleges have more than doubled, tripled and quadrupled in size, and have become behemoth universities where masses of undergraduates are engulfed each year and processed through four years of college by big business machine techniques. Computer machines register them; teaching machines, visual aids and television taped lectures teach them in classes of hundreds; they are tested, graded, sorted, catalogued and even graduated by machines. By and large the high school principle of automatic and perpetual promotion operates after the freshman year. Students, professors and administrators are homogenized into an indistinguishable mass. In this assembly-line, cafeteria-style pattern of education everyone is reduced to an impersonal cog or digit in a vast educational machine.



Momentum For A Purpose

By Dr. James I. Armstrong

Many alumni will recall the substance of this talk, for it was delivered in various versions at several Challenge Fund dinners. With only slight editorial modification we print here one version of Dr. Armstrong's talk.

My problem is one of selection among the many things I would tell you about Middlebury College today. I know I must select with attention to importance, accuracy, and brevity—which reminds me of a cartoon I saw recently with an editor saying to a reporter:

> "All I want is a hard-hitting, two-fisted expose
> with no holds barred that won't offend anyone."

My task is no less difficult, but let me then begin with a way of saying what it is that I believe to be our primary purpose—what ultimately justifies all of our efforts. I could now try to define liberal learning, and I fear I should fall into vast generalities leading to lengthy discourse. Let me rather turn to the poet Alcaeus who knew the importance of the quality of men's lives.

> "Not by her houses neat
> Nor by her well-built walls
> Nor yet again
> Neither by dock nor street
> A city stands or falls
> But by her men.
> Not by the joiner's skill
> Nor work in wood or stone
> Comes good to her or ill
> But by her men alone."

It is the releasing of the power of liberal learning in the *lives* of men and women which gives meaning to all that has preceded and what we hope will follow in the life of Middlebury College.

Amid the world of rapid change Middlebury College is a steady permanence, symbolized in different ways for each of you—the straight-backed dignity of Painter Hall, the great central green with crossing axes from Old Chapel to Mead Chapel, from McCullough to the Chateau, the mountains, the shadows of the trees lacing the warm limestone texture of the buildings, a never-to-be forgotten encounter with a teacher—there is the permanence which is Middlebury and which like the sea, while remaining constant, adapts to the movement of tide and time.

When I came to Middlebury, it was my two-fold conviction that there was present a great academic potentiality and that that potentiality must be brought into reality rapidly. Our chance came almost immediately with the invitation (gently nurtured) to prepare a Ford Profile and that Profile resulted in a Challenge Grant.

Perhaps some of you saw the article in the 8 November *Newsweek* called "After the Money Came." It describes very briefly what happened at a small liberal arts college when news came of a Ford grant. The President recalled: "We just ran around the building." And in a sense so did we; and a year and one-half later we're still running, not around, but straight out.

One of the requirements of a Challenge Grant is a report in two parts—1) a narrative giving an assessment of the impact of the Grant on the College in the first year, and 2) a report on the use of the first Ford payment which was the only part of the Grant committed in advance for specific purposes. I would like to share with

By Professor John G. Bowker, Dean of the Faculty

Leaves of Absence, 1966-67

UNDER the new Faculty Leave Program announced in the NEWS LETTER just a year ago, the second group has been named to be released from their responsibilities for all or a part of the 1966–67 year in order to devote full time to scholarly pursuits.

DR. DONALD H. BALLOU, Beman Professor of Mathematics and Chairman of the Mathematics Department, will spend the second semester at the University of California, Berkeley. During the fall term he will work in areas of mathematics which have opened up in recent years while continuing to teach the course in digital computers. Dr. Ballou has served the College for twenty-four years interrupted only by a year at Yale University on a Carnegie Grant.

DR. JOHN V. CRAVEN, Associate Professor of Economics, will be abroad for the entire year. He will study the economics of government medical care programs and will focus his attention on the Belgian system. Professor Craven was in Washington, D.C. for several weeks last summer for preliminary research in this field. In that effort he was supported by the Summer Research Fund. His interests concern the financing and benefits of the Belgian program, its methods of attracting doctors and skilled personnel needed to implement it, with special emphasis on its labor market aspects.

DR. EDWARD A. MARTIN, Assistant Professor of English and Assistant Director of the Bread Loaf Writers' Conference will be on leave during the first semester with the expectation of completing a book on 20th century American satire which has been tentatively entitled, "Debunking and Debunkers; Satire and Satirists in America, 1910–1935."

DR. GEORGE W. BAHLKE, Assistant Professor of English, will be on leave during the spring semester for research on the novel in England since World War II. Professor Bahlke's especial interest here is in the function of imagery and the role of illusion in the novels of Virginia Woolf.

Quite independent of the Faculty Leave Program, MR. PAUL E. NELSON, Instructor in Political Science, has been awarded an H. B. Earhart Fellowship by the Rehm Foundation, a private Foundation located in Ann Arbor, Michigan. He has been granted leave for the year 1966–67 in order to complete his work for the Ph.D. at the University of Chicago.

Faculty Research Fund

Several members of the Faculty have been awarded grants for summer research under the plan now in its third year. Applications are received by a committee consisting of Dr. Victor Nuovo, secretary, the Dean of the College, the Dean of the Faculty and the four Division Chairmen. Grants for 1966 have been awarded to the following members of the Faculty:

DR. WILLIAM B. CATTON (History) to enable him to examine uncatalogued material in the Maryland Historical Society in relation to his study of John W. Garrett, President of the Baltimore and Ohio Railroad from 1858 to 1884.

DR. MARJORIE LAMBERTI (History) for research in the libraries of Harvard University in preparation for a study of the Confessional Origin of the Conservative Party in Russia.

DR. DAVID J. LITTLEFIELD (English) to enable him to continue his work at Princeton during the summer months. Dave expects to complete the manuscript of a book length study of the "Frogs of Aristophanes."

DR. HOWARD M. MUNFORD (American Literature) for editorial work in preparation of Volume 10 of the work of William Dean Howells. The committee took particular pride in being able to support Professor Munford in this undertaking.

DR. PARDON E. TILLINGHAST (History), a travel grant in support of his participation in the Southeastern Institute of Medieval and Renaissance Study as reported in the Winter Issue of the NEWS LETTER.

DR. PORTER WOODS (English) to enable him to make some key contacts in New York, Washington and Detroit in his study of the role of negroes in the theatre during the 1920–1930 decade.

Several other requests for support of projects during the coming summer are under consideration by the Committee.

Curriculum Items

DR. HAROLD B. HITCHCOCK (Biology) has been supported by the faculty in the implementation of a plan to offer certain courses in biology without or with the laboratory, for 3 or 4 credit hours, respectively. The beginners course will be offered only with laboratory; there will be no change in the Group C laboratory course requirement. Professor Hitchcock feels that there are many upperclassmen majoring in other departments who have a genuine interest and sufficient background to take some of the advanced courses in biology but they cannot spare the time in their already busy schedules to devote three to six hours to laboratory each week. Specifically the courses to be so offered are:

20.1 Invertebrate Biology
21.1 Vertebrate Biology
22.1, 22.2 Botany
23.2 Human Physiology
37.2 Genetics

(*Please turn to page 52*)

An Expanded
Fraternity System

College Commons

Coeducational
Societies

INTERIM REPORT OF THE AD HOC COMMITTEE ON STUDENT LIFE

INTRODUCTION

President James I. Armstrong announced in the Autumn, 1965, issue of THE NEWS LETTER the appointment of a special Ad Hoc Committee on Student Life to study what course the College should take as a result of the planned expansion in its enrollment from approximately 1,350 to 1,800 to realize more of the potential for intellectual growth which exists when young people come together in residence to learn. The President asked the committee to prepare a report containing recommendations as to the course of action the College might follow.

The committee thus appointed consisted of Dean Thomas Hedley Reynolds, Chairman, George E. Yeomans, '33, President of the National Alumni Association, Mrs. Mary Williams Brackett, '36, President of the National Alumnae Association, Mrs. Alice Guest Howson, '30, Trustee of the College, Foster R. Clement, Jr., '27, Trustee of the College, J. H. Dow Davis, '66, President of the Interfraternity Council, David J. Stonington, '66, President of the Student Association, Miss Sandra E. Steinglass, '66, Vice President of the Student Association, Dean Elizabeth B. Kelly, Dean of Women, Douglas A. East, '54, Professor Bruce B. Peterson, '56, a member of the Middlebury Faculty (invited by the committee to join in their deliberations), Lester W. Ingalls, '41, Dean Dennis O'Brien, Dean of Men (invited by the committee to join in their deliberations), and Nancy R. Taylor, '66, Chairman of the Student Educational Policy Committee (invited by the committee to join in their deliberations).

The committee met in November and in February. Several of the members situated in and around Middlebury have met informally in between times on two other occasions. To date the committee has been engaged in gathering information to be used in making the report requested by the President in his charge to the committee.

Interest in the committee's activities, however, caused the committee at its last meeting to decide that they would issue an interim report so that the Middlebury community might have some idea of the sorts of alternative solutions to the problem posed in the charge to the committee which are being considered at this time.

The following, then, is such an interim report. It is not a final report, it is an attempt only to contain in the briefest outline the sorts of solutions which the committee is considering at the present time. The committee will welcome from students, alumni, and other members of the College community comments on these solutions and ideas perhaps which have not yet been worked out.

Thanks are due to Mr. Dow Davis and Dean O'Brien who contributed the parts below entitled Part I, *An Expanded Fraternity System*, and Part III, *College Commons*.

Thomas Hedley Reynolds
Dean of the College

you the significant parts of my report to the Ford Foundation. It was a pleasure to write it.

I said to Mr. James Armsey of the Ford Foundation in my cover letter:

"It is beyond question that the Challenge Grant as conceived and administered is for Middlebury College a tremendous asset, and perhaps most importantly in ways which are not connected directly to dollar amounts—ways which are subtle and difficult of demonstration, even identification." Obviously new income is important—we must have new capital, and this in one sense is why we're here and why we are all prepared to work and sacrifice for Middlebury. But in another sense it is not the money in a one for one relationship which is so very important—it is the incalculable, unexpected effect on a student, a teacher, a course; an irrepressible optimism which thinks of the bottle of ink as half full instead of half empty.

If I were to select a single word to try to capture the effect of the Grant upon Middlebury College—i.e. that effect which I can identify—I should choose the word *momentum*. The Grant has in an unusual degree created momentum for a *purpose* in all the various parts and constituencies of the College and momentum in the direction of quality.

Let me give you just a brief glimpse into the comprehensiveness of our Ford Profile planning—here are some of the questions. What seemed daring answers in 1963 appear now more like a judicious adventuresomeness.

Fall of 1963

Part I—Statistical Material
for the past 10 years—
estimates for the next 10 years—

1. Data on students, faculty, assets of the College
2. Budget
3. Analysis of Gifts and Grants
   Educational and general Scholarship
   Auxiliary enterprises, etc.

Part II

1. What in your view is the case for the liberal arts college as a separate institutional entity?
2. What is distinctive in your liberal arts program that would warrant special Ford Foundation support for your College?

Out of the matrix of preparing our Ford Profile, out of the discontents and discomfitures with the present because there are dreams to be made real, there has emerged a sense of accomplishment and confidence and expectancy—an expectancy which will *not* be disappointed, and I judge that morale—student, faculty, staff, trustees, alumni—is at a high level.

Momentum and morale reciprocate to reinforce each other. And this reciprocity creates a new sense of urgency. In our own terms it is later than we had thought, and we cannot defer any longer what by comparison, by hard self-assessment, by thoughtful planning we know must be done to keep Middlebury College a center of excellence for teaching.

At the beginning—i.e. at the critical time—all the members of the Board of Trustees made their commitment to *long-range planning* and a willingness to support the College by full personal participation. You know of their strong leadership; you should know of their approval of expenditures in new orders of magnitude to meet the educational standards of the College and the professional aspirations of the faculty.

In overall gifts and grants received by the College the year 1964–65 was not only tremendously gratifying—it was a startling record—from all categories gifts and grants amounted to $3,450,789, representing an overall increase of *circa* 500% over 1963–64.

Foundations, with gifts of $1,764,001, accounted for slightly more than half of the total. Other sources and amounts were alumni gifts, $604,336; friends of the College, $782,276; parents, $115,674, and corporations, $79,906.

Of the first Ford payment one large block went to help finance the new Language Center (now occupied and dedicated) and the remainder was allocated, in large measure, to two major areas: the faculty and the library.

On the campus the new momentum has been strikingly evident among the faculty. And as is the wont among faculties, with new momentum, new problems—a condition both expected and indeed hoped for.

I know I have already told you about our threefold direct strategy to strengthen and maintain the faculty—salaries, research grants, leaves of absence. Some of the results of our effort are now observable: e.g. we *can* compete more vigorously in recruitment of new faculty (average compensation for full time faculty 1963–64, $8,500; 1965–66, $10,100); 12 research grants have been made; and 6 leaves of absence have been authorized for 1965–66. Generalized, these effects of new resources simply cannot convey the "power" or "lift" which they actually have for the faculty.

The Ford Grant was the catalyst to appointment of a Long-Range Planning Committee charged with seeking the means to fulfill (*Please turn to page 53*)

through the bathrooms or via maids' and janitors' closets. A group of 12 people would be self-selected and would obviously enjoy a certain community of interest while reserving maximum privacy for the individual.

This construction would solve the problem of housing 400 additional students and the approximately 200 students now living in fraternity houses. One of the interesting features of this number is that it roughly approximates the total number of upperclass men and women in a college of 1,800 when one takes into consideration Junior Fellows, Junior Counselors and those interested in living in language houses. (The committee is interested in this idea but is not by any means convinced that the residences so described would be used solely by upperclassmen).

The residences thus described, however, do not solve the problem of dining and of many other social and intellectual activities which the committee feels should be fostered by the architectural environment of the college community. *Plan II would solve these additional problems by having the College erect a series of 12 or 13 dining units or Societies each of which might take care of the needs of approximately 100 students.* To be more specific, approximately 100 students, men and women, would be fed in a special unit designed for language students who wish to speak a foreign language while 12 additional units of 100 would be required to feed sophomore, junior and senior men and women.

Physically each of these units would consist of a dining room, a serving kitchen, a seminar or private dining room and such other social rooms and facilities as might be required to meet the social needs of 100 to 150 students. For economy's sake these Societies may be clustered in groups of no more than 3 but the architect would be instructed to maximize the separateness of each so that in an ideal sense a member of one Society would not easily recognize that another Society existed in close physical proximity.

These Societies should be so disposed around the campus as to make maximum use of the space on the Middlebury campus as well as particularly advantageous and scenic sites.

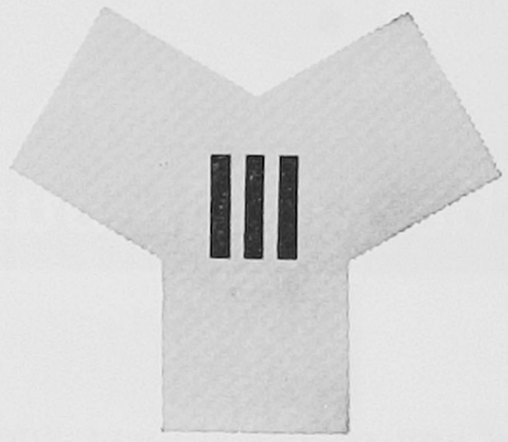
Membership in each of these Societies would commence with the assignment of approximately 35 freshmen to each of them in the fall in the same ratio of men to women as currently exists between the sexes in the entire college. Freshmen would continue to eat in Proctor dining hall, as they do now, but would have membership in a Society from the opening of college and would continue that membership in sophomore, junior, and senior years unless they wished to change with some other member of the college community and join another Society.

Politically these units would be run by student house committees with a chairman or a president and would maintain over their own activities the same relatively autonomous control currently exercised by fraternities.

It is possible that some academic activities including seminars and, for example, instrumental practice might be scheduled in facilities to be built into the Society structures.

The committee feels that their makeup might induce within the Societies a broader range of activities than that which seems to be sustained by most fraternities. The committee feels that the combined activities of men and women in sponsoring social functions would improve the variety and quality of these functions and conceivably might be a means of appealing to faculty for more normal extra-curricular contact with students. Indeed, it would be hoped that students might invite faculty members where appropriate to become members of the Societies on a temporary or permanent basis.

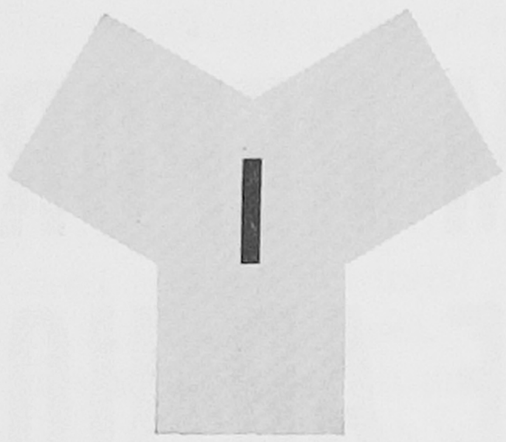
The committee is, of course, well aware of some of the difficulties involved in the Society plan. They are seeking the best possible advice concerning the serving of high quality food and, in addition, have not yet been fully satisfied that the cost of such a plan might not make it almost prohibitive. Nevertheless, the advantages of Plan II is solving a number of environmental problems for a very considerable number of students, both male and female, has encouraged the committee to look further into its architectural and financial, as well as its social and intellectual desirability.



College Commons

Another solution to the joint problem of inadequate facilities in fraternities for dining and the need to feed and house an expanded student body of both men and women assumes the residential structures described in Plan I and adds the familar solution of a central college commons. Of all the solutions this would probably be the most economical for the College both in terms of buildings and servicing. Money saved on the commons could be passed along to provide better facilities in other aspects of the new building program. In order to make such a project economically possible it would be necessary to take dining and dormitory facilities out of the present fraternities though they might continue as social clubs.

While some values would obviously be lost in the transition from the smaller fraternity units to one large facility, a central dining hall with attached social facilities in constant intensive use could generate a certain excitement now lacking in more isolated units. Many students might appreciate the relative anonymity of the larger facility and a social life in which close personal attachment to friends replaces the structured socializing of the fraternity. To those students for whom "fraternity" is only a *place* for socializing and not a brotherhood, more generous and well appointed facilities in a central unit tied into a college-wide social program might be preferable to any other arrangement.



An Expanded Fraternity System

While the values of the fraternity system have been widely discussed, the actual physical problem of expanding the fraternities has not been considered in detail. Because of the varying quality of present fraternity facilities, there are several ways in which the expansion of fraternities would be possible depending on the kind and level of use for each house. In 1961, a Fraternity Evaluation Committee appointed by President Stratton concluded that DKE, SE, DU, and CP were acceptable with some renovations but that in the long run all the other houses would probably need replacement. What was true in 1961 when no expansion was projected is even more true today. If one projects ten houses of approximately seventy members each to accommodate the expansion, four plans seem theoretically possible. (Cost figures are derived from figures supplied by Education Facilities Laboratories in *College Students Live Here*.)

Plan A: 100% Dining plus additional sleeping facilities for the additional male population.

This scheme involves the building of 330 additional dormitory spaces in six new houses and renovation of four old houses. Since minimal figures per bed for student housing are set at $5,000, a round estimate for new bedrooms, new dining and general renovation comes to about $2,000,000.

Plan B: 100% Dining plus 40% Sleeping (approximately the present ratio).

This plan would require only 170 new beds in six new houses and the renovation of four existing houses. Cost $1,220,000.

Plan C: 100% Eating and no Sleeping.

By reducing the burden on facilities it might be necessary to replace only four of the existing houses. Total cost of replacements and renovations: $620,000.

Plan D: No Eating and no Sleeping.

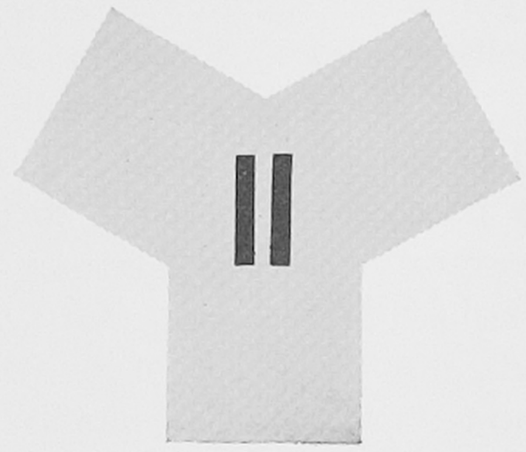
Perhaps only two or three houses would need replacement and renovations would be less expensive on the others. Approximate cost: $435,000.

Of the four plans, Plan C appears the best compromise between cost and facilities offered.

The possible expansion of the fraternity system involves two separate lines of consideration: financial and philosophical. Financially, the fraternities can expand by appeal to their nationals (if they are a national fraternity), to their alumni or to the College. Unfortunately, the fraternities which are now least in need of assistance are the ones which could most easily get assistance while the weakest fraternities would have the greatest problems raising funds from nationals or alumni groups. Alumni giving is likely to be sharply limited by the fact that gifts to fraternities are not usually tax deductible and most nationals are willing to help the locals only in the form of loans which frequently appear insufficient to meet needs. If fraternity expansion is financed by the College, it would be by money borrowed from the Federal Government and would carry with it certain regulations such as guaranteed maximum occupancy of fraternities which might be thought unacceptable.

Philosophically, the College would have to decide whether it supported the social system of the fraternities strongly enough to make such a sizeable investment. Some of the larger problems of fraternities can be solved within the system while others would remain under any expansion. A list of perennial problems that would need attention in addition to new fraternity facilities would include: the social life of freshman year, providing dining facilities for the additional female population, the continuance of segregated dining at the upperclass level, and the establishment of an adequate fraternity substitute for independents.

At the outset it is important to note that the term Coeducational Society is used for the time being for lack of a better term to describe what the committee feels is a new solution to the problem of social, intellectual and physical organization on a college campus.

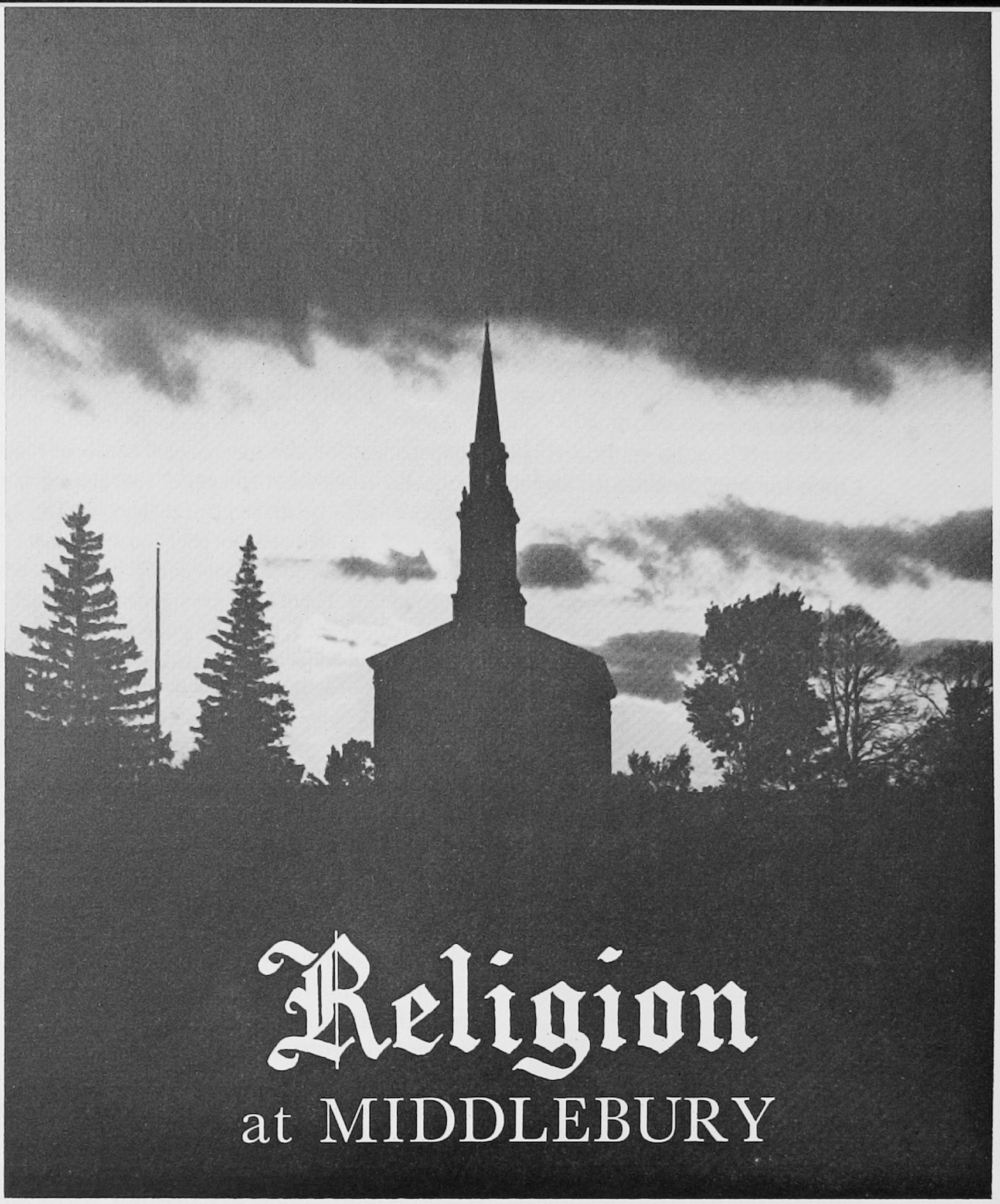


Coeducational Societies

Under this system the College would construct coeducational residences, as in Plan III and perhaps Plan I, which would house approximately 600 students and, *in addition, a series of coeducational societies designed around separate dining facilities*. The features of these residences which would be particularly significant in discussing the present plan are these:

Three residences, each with two wings housing 100 men and 100 women respectively, would have connected and common sub-grade levels and first floors, which would be open for various social uses to both the men and women who were housed in the building. Thus, within the college residence halls themselves there would exist a much greater variety of space devoted to social uses than exists in any present residential structure on the campus.

The basic module of the residence contains a living room about 12 x 20 feet connected to two small foyers or halls. One of these halls would be surrounded by gross storage space and the other by kitchenette equipment including a small refrigerator and a hot plate. Opening into these foyers would be the rooms, a combination of doubles and singles to house approximately 12 people. The entire residence would consist of groups of these suites stacked one on top of the other. Lateral communication between suites would be at a minimum and would be either



Religion at MIDDLEBURY

By Reverend Charles P. Scott
Chaplain and Associate Professor of Religion

The Purpose of this article is twofold. First, I want to describe what are traditionally called *religious activities*, namely those extra-curricular events—and organizations—representative of organized religion on campus. Secondly, I should like to write a few lines about the overall religious situation at the College and venture some reflections at a time when we are looking forward to the 50th anniversary of the dedication of Mead Chapel in June.

Let me begin with chapel, for Mead Chapel itself symbolizes for many alumni religion at the College. Gone (since 1962) is daily chapel and with it the usually legitimate protests of muttering students and sputtering *Campus* editorials against required attendance. Even the last vestige of daily chapel, the 10–10:30 "mail and coffee break," has disappeared, the chapel period having been absorbed into the morning class schedule with all classes beginning on the hour. There are, to be sure, services in the chapel, but fewer of them and all entirely voluntary. The main event is the Sunday

The Pursuit of Knowledge

By Erna Ferlanti, '66

Ask any college student and he will tell you that misery is waking up one morning to the gloomy realization that for the next several weeks life is going to be one, long, rather ascetical round of studying, eating, and if there is time, sleeping.

Nothing looms on the horizon of life but three or four hour tests, two or three papers and assorted oral presentations.

To find himself in this situation a student does not have to be what is generally defined as a "goof-off." He can be a student who takes himself and his work seriously, but who finds himself pushed against the wall by a heavy course load and a shortage of time. If he came to college with any ideas about the leisurely pursuit of knowledge along pleasantly winding paths, his illusions have long since been crushed by the pressure of the academic routine. The pursuit of knowledge, the student soon finds, is a non-stop gallop along a straight path leading him inevitably to the same thing: a breathless confrontation with hour tests and papers through which he is to demonstrate the knowledge and understanding he has gained, all too often, just a day or two before.

The problem for the student unfortunately boils down to getting things done under the pressures exerted by the amount of assigned work in each course, the number of courses themselves and the scheduling of the various academic "events" like papers and tests. Most Middlebury students carry five courses, and most will say that it is impossible to do justice to all five. The assignments for each may be perfectly reasonable but taken all together, especially at moments of truth like the weeks between Thanksgiving and Christmas, the effect is overwhelming. The pressure situation naturally results in the perennial search for the "gut" course. The term suggests limited academic integrity and stamina: the student is looking for an easy way out. But one "gut" could provide the time for greater commitment in another course. The solution, of course, is less courses allowing more time for students to become more deeply involved in the remaining three or four courses.

By senior year students have demonstrated their ability to cope with routine academic demand and are "rewarded" with an opportunity for independent study. Free of classtime demands of one course, seniors are supposed to organize their own time and study patterns—they are to follow the course of study that interests them most, within certain bounds. The problem is, however, that the senior is also usually carrying four other courses. Something has to suffer, and it is all too likely to be the course with the least demands—independent study. This situation has been recognized and to some extent improved with the new senior program instituted in some but not all departments. The program will provide students with the opportunity for increased independent study in their major fields by allowing seniors to take one less course outside their major. They will be able to use that course time for concentrated independent study culminating, in most cases, with a thesis.

Another problem that the College is aware of is the need for adjustment in the school calendar. The semester plan tends to divide the year rather awkwardly, particularly in the fall semester. First comes the Thanksgiving recess, before and after which most mid-semester papers and tests fall. Then comes Christmas recess during which students struggle to write term papers due at the end of the semester and catch up with the routine classwork let go during the Thanksgiving crisis. Exams, the final moments of truth, loom only a few weeks away. Students generally plunge into them without catching their breath, reading and cramming madly. With three, four and five exams in the first week, there (*Please turn to page 54*)

Erna Ferlanti is an honor student and an Editor of *The Campus*.

year in mid-November. Organized thirteen years ago by Judie Mitchell Davies and Wally Beevers, both of the Class of 1955, this event was originally intended to present a timely religious topic for campus-wide discussion. In the first ten years the conference format remained the same; three, possibly four, distinguished speakers would be invited to give one lecture each on an assigned topic and also be available for discussions and guest appearances in classes. In 1963 Religion Conference turned a corner by presenting a three day series of lectures by the late Carl Michalson, Professor of Theology in Drew University, who addressed large audiences on the topic "Existentialism and Radical Faith." This departure from the traditional three-member panel of speakers proved so worthwhile that the lectureship was repeated in 1964 and 1965 when Dr. John Smith, Professor of Philosophy at Yale, and Dr. Benjamin A. Reist, Professor of Theology at San Francisco Theological Seminary, were the speakers. Thus Religion Conference has given the College an annual lectureship through which a distinguished scholar can develop a theme with a thoroughness a single lecture would not permit. It is deserving of mention that Religion Conference is self-supporting. Nearly half of its budget is raised by students (concessions at football games, bake sales, etc.), and the remainder comes from an endowment established for the Conference by Mr. Don Mitchell of Summit, N.J.

Informal discussions are an important part of the annual Religion Conference held at the College. Above, Dr. Benjamin A. Reist, and students in an informal discussion at a tea held at the President's House during the conference earlier this year. Left to right, are, Laird L. Holby, '67, Dr. Reist, Samuel H. Gillespie, III, '66, and Susan M. Hanyen, '66.

Through a program initiated five years ago and supported by the Danforth Foundation of St. Louis, the office of the College Chaplain has been able to broaden the scope of its work. Four "interns," theological students released temporarily from their formal studies, have each spent a year on campus as "Assistants to the Chaplain." In 1959–60 Mr. F. Dale Branum came to us from McCormick Theological Seminary in Chicago. He is now the Pastor of a Presbyterian parish in Holden, Missouri. The Reverend Edwin S. Redkey, currently Dean of Trumbull College, Yale University, was our intern in 1960–61 and acting Chaplain during my leave-of-absence in 1961–62. The following years brought to Middlebury two outstanding theological students from San Francisco Theological Seminary: Verne P. Alexander and John Moyer. At the moment Mr. Alexander is at work on a doctor's degree and Mr. Moyer is finishing his basic theological studies. Not unexpectedly the internship had the effect of establishing a precedent. Thus when the arrangement with the Danforth Foundation came to an end last June, we decided to inaugurate the office of Assistant Chaplain of the College. The first incumbent in that post is the Reverend Eliot A. Daley, a native of California and a graduate of Fresno State College and San Francisco Theological Seminary. It is an altogether happy coincidence that Mr. Daley is the son of Anne Belisle Daley, '29!

Recently I read through a report that I wrote in June of 1956 which was a summary of the religious activities of the academic year. There had been four study groups on various topics ("The Drama of the Bible," "Prayer," "A Theological Understanding of Revolution," "Courtship and Marriage"), dormitory prayer groups, a full schedule of meetings sponsored by the Christian Association, and Tuesday evening services organized and conducted by students. The picture was essentially the same on many other campuses, but now it is entirely changed. Most of these kinds of activities have disappeared. *Why* they have disappeared is a rather complex matter which deserves broader treatment than the scope of this article allows. Suffice to say that several factors have contributed to the transformation. Has religious (*Please turn to page 54*)

Service, traditionally Vespers in the late afternoon. This year we have been carrying on the experiment of holding the Sunday Service at eleven o'clock in the fall and spring months, and at 4:45 during the winter. On the whole the results indicate a better response to the morning hour, and it is likely that all Sunday services will be at that time next year. As far as the service itself is concerned the liturgy is more ecumenical than it once was, and the sermons, as in the past, are delivered by the chaplains and visiting preachers. The congregation is not large but it is a *congregation* and not an audience. That is to say it is a voluntary assemblage of faithful persons who through worship have a growing sense of identity as a corporate group. When a congregation becomes aware of itself as such it begins to accept responsibility for its own life, the campus, and the world at large.

The Chapel Board is the instrument for the expression of these responsibilities. Open for membership to any student who may wish to serve, the Board is reluctant to think of itself as an organization for the promotion of religious activities narrowly understood. Rather its concern is to support worship and to translate that worship into forms of service college students are prepared to render on campus and within the larger community. Operating under a moderator and vice-moderator the Board divides into three commissions, each with a chairman: *Worship*, *Ecumenical*, and *Service*. These officers plus a treasurer constitute the cabinet. The Worship Commission assists the chaplains in planning services, arranging for altar flowers, and securing student readers and ushers. It also makes the required preparations for communion services. The Service Commission sponsors various projects such as a weekly deputation to the Brandon State School where students have an opportunity to work with mentally retarded children, a modest visitation program among the elderly in nursing homes, and occasional programs for high school age youth such as the Addison County Teenage Conference. The Ecumenical Commission has as its goal the nurture of a spirit of unity and cooperation among religious groups on campus and is the means by which the Chapel Board is linked to the New England Student Christian Movement and the World Student Christian Federation. With the funds received from Chapel offerings the Board finances its own modest needs but spends most of the money in support of local and national organizations such as World University Service and the Southern Christian Leadership Conference. The Chapel Board, then, is outer directed, and sees its support of worthwhile projects as an extension of worship into the world.

Dr. Benjamin A. Reist, Professor of Theology at San Francisco Theological Seminary, was the speaker at this year's well attended Religion Conference devoted to the subject of "Revolution in Morality."

Two other major religious organizations make a significant contribution not only to their own members but to the college at large. The Hillel Fellowship, which gathers monthly for Jewish worship, has presented a lively series of discussions on current topics by members of the faculty. The campus is also in debt to the Newman Club for several interesting programs centering around issues raised by the Second Vatican Council. Both organizations have drawn support and strength from their advisors: in the case of Hillel from Mr. Norman B. Schwartz of the Sociology Department; and in the case of Newman, from Mr. Rudolf K. Haerle, also of the Department of Sociology, Dean of Men G. Dennis O'Brien, and the Reverend Donal Ward of the staff of St. Mary's parish. With already more than enough work to do, these persons and others have given generously of their time and energy, and I take this occasion to salute them with gratitude.

One of the highlights of our annual calendar is Religion Conference held each

The Faculty Recommends... books of merit

MIDDLEBURY COLLEGE

SPRING 1966

VOLUME 2 NUMBER 2 • DAVID J. LITTLEFIELD, EDITOR

Henry David Thoreau: A Guiding Clue

WALTER HARDING, *The Days of Henry Thoreau*, Knopf, 1965, $7.95.

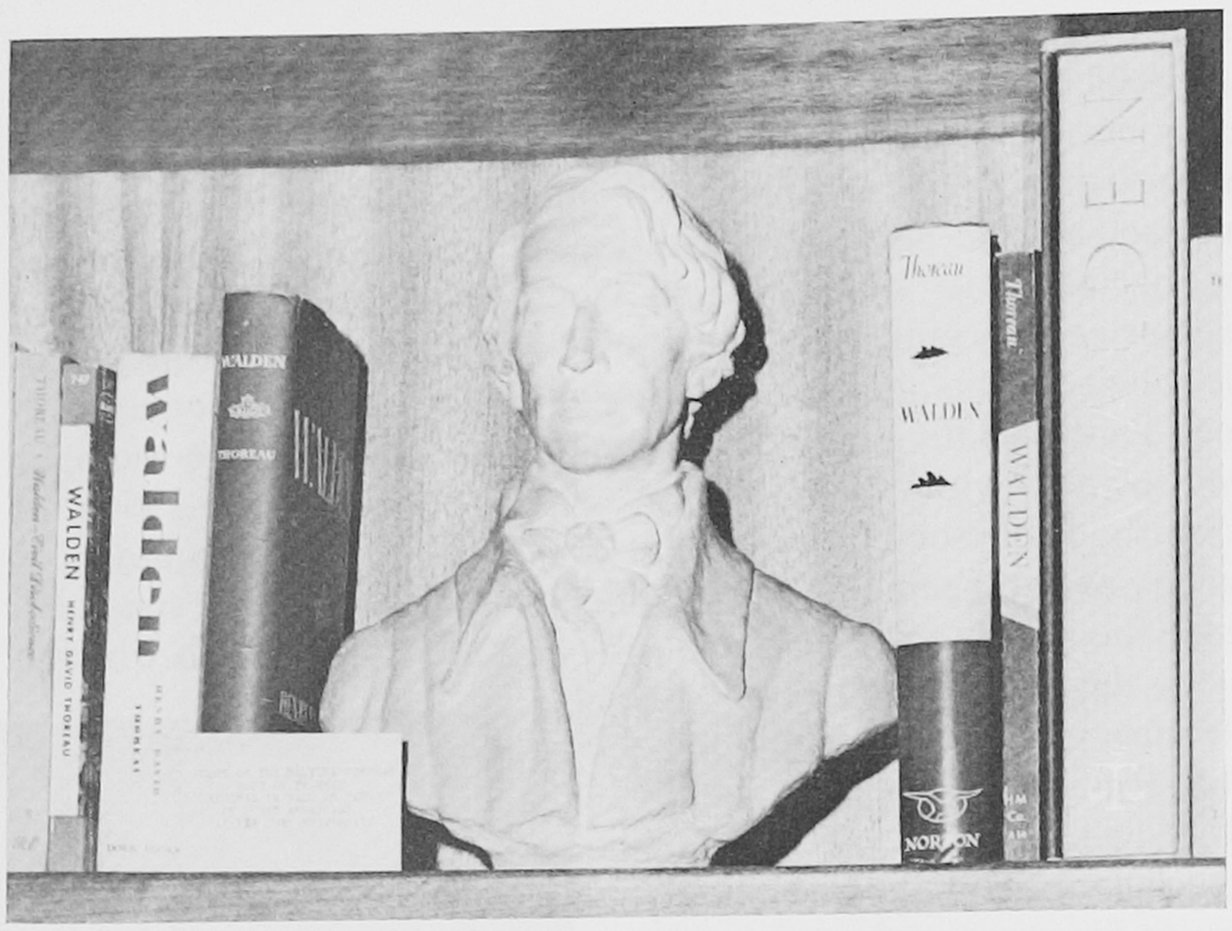
This full and familiar biography is *not* a labor of misplaced devotion. It fills out the full-length portrait which, in some spots, Canby's study in 1939 left open to controversy. Perhaps for precisely this absence of controversial matter Harding's biography, although a well-planned, well-dated, and well-documented study, will seem too even-tempered and low-keyed. But does it give us a guiding clue to the complexities in a multi-dimensional man?

If we look carefully the dimensions of Thoreau are here. There is, for instance, the perverse "Walker-Errant," the insatiably curious "miscellaneous botanophilist," the ruminating riverman indulging his pleasure in the Concord ambit or on the Merrimack and the Allegash, on sorties to Cape Cod and the Maine Woods, or to Monadnock and Wachusett. Here is the spirited Concord independent, whose virtue did not languish in the trophy room, taking a stand on the issues of his day, sounding the tocsin in the local belfry to activate the sleepy consciences of his fellow townsmen on the rabid issues of the day. Here is the alleged escapist, the spiny one-man Walden colonist, "*himself* in a New World, Indian like." Here is the pawky non-organization man of varied natural and acquired skills busy about his beans, surveying, pencil making, lecturing, teaching, woodcraft, and husbandry. Here is the crotchety friend of Emerson, Alcott, Ellery Channing, Horace Greeley, Hawthorne, and of all the others, notable and anonymous. And here too is the abrasive master proseman the vigorous muscularity of whose thought and the buoyant lyricism of whose tangy prose accelerates our intellectual metabolism.

To write a biography of these dimensions is no small task. Years of the closest scrutiny of both small and important details have gone into the making of this book. A workman-like performance, everywhere it bears the benchmarks of assiduity, honesty, reliability, and competence. But it is less imaginative and moving (with the exception of the closing chapters) than it has a right to be. Once Flaubert wrote a friend, arguing that "an artist must be in his work like God in creation, invisible and all-powerful; he should be everywhere felt, but nowhere seen." If I were to judge *The Days of Henry Thoreau*, Gay Wilson Allen's *The Solitary Singer*, a biography of Whitman, Ralph L. Rusk's *Life of Ralph Waldo Emerson*, I would have to admit these biographies of somewhat equal stature have all too effectively followed Flaubert's prescription. Of course, not strictly, but scrupulously. Dr. Harding does step forward now and then to tell us what he thinks but not nearly enough. The books I find myself turning to more commonly are brilliant interpretive studies, pregnant with suggestion, like Whicher on Emerson, Fogle and Waggoner on Hawthorne, Chase and Bowen on Melville, or Krutch on Thoreau. To these I give a special accolade—a poet's (not a scholar's) accolade. This preference raises a central inquiry: Is it impossible to combine both the authenticity of the scholar's detailed portrayal with the poet's imaginative insights?

Sir Kenelm Digby, 17th C. English philosopher and student of occultism, tells of how, on a visit to Padua, he stopped in at the laboratory of a famous physician where he was shown a small pile of fine ashes under a glass. When a gentle heat was applied the ashes arose and, curiously enough, assumed the shape of the original flower. When the heat was withdrawn the spectral plant, so perfectly distinct and well-defined in its delicate outline, settled to dust again. As my Puritan forebears would say: "This has been instructive to me." Only the sympathetic imagination of the scholar-poet can stir inert biographical ashes into the original shape. Although *The Days of Henry Thoreau* is an admirable example of painstaking scholarship—fluent, direct, objective, integrated, and solid—there is a noticeable suppression or inhibition of the sensitive imagination which in transcending scholarship irradiates rather than recounts. I think it more likely the biographies of Thoreau to come will evoke a greater sense of the drama and passion which so moved Thoreau in those tell-tale passages of private excitement in his writings.

This strange man, Thoreau, one of the leaders of his tribe, had, I think, at times, the most fun of anyone in Concord, not whirligig fun, not merry-go-round fun, but interior fun, the *self*-amusement of the inward solitary. This is the key to it all, as Melville would say. Every Eden is suspended in chaos. And Edenic 19th C. Concord was a



The Library Collection And The Teaching Program

By John R. McKenna, *Librarian*

During The Past Few Years we have witnessed many changes in the field of highet education. Among the more importanr developments has been the abandonment of the lecture-textbook method of teaching in favor of programs that require students to do more work on their own. If one were to examine a sampling of catalogs from American colleges, he would find that each institution boasts of one or more individual study projects for undergraduates. Some take the form of honors theses for superior students, while others include the whole student body in a program of independent inquiry. Although they may differ somewhat in detail, all of them have at least two things in common: research in the laboratory or library, and a written paper of substantial length and depth. All of them, needless to say, require a library of high quality containing extensive files of journals and source materials.

Since these changes in teaching method have developed, libraries have been called upon to play a more important role in the educational process. In former times, the library's function was to provide materials to supplement the classroom lectures. Today, projects involving library research often take the place of formal classes.

A rather dramatic example of how library-oriented instruction has affected the lives of students was reported in the *New York Times* of December 28 under the headline, "Holiday Study Spectacular Brings Standing Room Only at the Library." In the article, officials of the New York Public Library at 5th Avenue and 42nd Street were quoted as saying that the week between Christmas and New Year's was the busiest and most hectic that they had ever experienced. No fewer than 15,000 people entered the building each day. Most of them were vacationing college students from all parts of the country who were working feverishly on term papers. Reading rooms were so crowded that "Standing Room Only" signs were posted at all entrances to discourage "unnecessary" library use. The library's regular patrons including authors, professors, businessmen and other researchers were advised to stay at home until the deluge had subsided and the students had returned to classes once more.

The New York Public Library was not the only institution that has had such an experience. Similar accounts have come from most of the large public and academic libraries where heavy use by students has also been reported during Thanksgiving, spring and other college vacations. (*Please turn to page 35*)

the committed American and may even arouse the hearts and sympathies of the uncommitted. The story of the Peace Corps needs to be told in these days of Viet Nam and Santo Domingo. It provides the balance we need to retain that little bit of sanity which remains in this crazy world.

There is in this book all the material to warm the very cockles. From the training period in Puerto Rico, or New Mexico, or Putney, or Harvard, to those two years of teaching and learning, of frustration and of joyous achievement, you, the reader, can live with your fellow man and bring some sense of order out of chaos and see how meaning is given to useless lives. You will go through most of the Central and South American countries, through those of Asia, and Africa, and it will be the most useful and pleasurable journey you can possibly make, for you will be in good company. All this for $6.95—if you want the real McCoy, join up. —SAMUEL GUARNACCIA

Professor Guarnaccia is Chairman of the Department of Spanish and Italian, Dean of the Spanish Summer School, and for fifteen months in 1964–65 was Director of the Peace Corps contingent in Peru.

The Economic Report of the President, U.S. Government Printing Office, 1966, $1.25.

The Employment Act of 1946 "declares that it is the continuing policy and responsibility of the Federal Government to use all practicable means . . . to promote maximum employment, production and purchasing power." The Act requires the President to report to the Congress in January each year upon the condition and prospects of the economy and upon the measures he considers necessary to improve its performance. The Act provides for a Council of Economic Advisers in the Executive Office of the President to assist him in preparing the *Economic Report* and it provides for a Joint Economic Committee of the Congress to receive it. This is the law which brings before us *The Economic Report of the President*, transmitted to the Congress in January 1966, together with the Annual Report of the Council of Economic Advisers.

The *Economic Report* contains two parts. The first is the report of the President himself. It consists of only nineteen pages. In it he takes pride in the great advance of the economy during the past year and sees the prospect of further advance in the year ahead—provided, of course, that the programs he advocates are adopted. The President's piece necessarily must be viewed as a political document. The second part, the Annual Report of the Council of Economic Advisers, occupies 155 pages and occupies them fully. It is a treatise on the state of the economy prepared by the Council for examination by other professionals and for thoughtful reading by educated citizens. The scrutiny by professionals is guaranteed in more than ample quantity from witnesses before the Joint Economic Committee, from financial and business analysts and from senior Economics majors in Middlebury College who make a project of it each year. Scrutiny of a sort is furnished also by economic forecasters, some of whom would have to apply their expensive talents to more humble tasks if they did not have this treatise to tell them what to say. One cannot be so confident about the reading by citizens, though the *Report* is entirely readable throughout and in no small way illuminating. Last year's *Report* sold only about 50,000 copies, enough perhaps for the business schools and banks but not at all enough for a decently informed electorate. The Surgeon General's Report about cigarettes and cancer did far better than that!

But what does the *Report* say? This is too long a question for me to answer in full, so let me omit comment on Chapters 3, 4 and 5 which deal with such varied matters as education and health, reducing poverty, urban decay, pollution, transportation and agriculture. They are packed with information and they give insights into the Council's thoughts—and the Administration's—about how these problems may be dealt with. Let me put aside also Chapter 6, entitled "The International Economy," despite the fact that it tempts me. It would please me to explain why I think it offers too cheerful a view of the United States balance of payments position and why I think it underestimates the less visible effects of the so-called "voluntary" controls over capital exports now so strenuously enforced by the Government. I marvel that the Congress permits such aggressive action without the benefit of legislative authority. But even this succulent bait must be resisted if we are to give any attention to the central subject. That subject is the overall level of performance of the economy. What about it?

Whatever indicator we look at, and the *Report* lets us see more than enough of them, it is glowingly clear that the economy is operating very close to the peak of its potential. The huge advance of 1965 was achieved only in part by actual growth of potential. The remaining part was by taking up earlier slack. Yet for the next year the *Report* expects another advance about equal to that of last year. Is this possible? The answer depends upon one's estimate of how much slack still exists and how much new potential can be added in the interval. I have not attempted proper estimates, but the feeling in my bones, which I am willing to back with a modest bet, directs me to an affirmative.

That, however, is not the issue in the forefront of current debate. This issue, and a noisy one it is, is the question of inflation. The *Report* makes no effort to avoid the question. The possibility of inflation is real, the more real because of the war. Increase in military demands upon the economy, unless offset by increased taxes to curtail other demands, could raise prices rapidly. The *Report* does not fail to point out that uncertainties in this regard complicate the task of economic policy. But I cannot agree with those who think that inflation is already in motion and bound to get worse simply because the economy is operating so close to peak. A well run economy *ought* to be operating at peak. If its resources are deployed correctly to match the display of

hive of endemic critics to whom Thoreau must have appeared a promising victim. But read him closely and catch the overtone of suppressed hilarity at the absurdity of the human condition: at the goings-on of his near and far neighbors, or while driving in nails at the top of the wacky Alcott-inspired summer house, or in putting three reformers in their place, or lobbing verbal grenades at some Emersonian urbanity, or while abiding with inspired quips Jobian consolers on his death-bed. A wry, peppery, offbeat humor distinguishes Thoreau who was no Mr. Sobersides.

Thoreau is also a tough-minded, all-weather man who did not, like Van Winkle, oversleep his time. He simply undercut it, a little perversely, caustically, scoffingly—a man of *deep* convictions, an *original* thinker, a *great* writer. Harding's *The Days of Henry Thoreau* does succeed in making us realize these aspects and it develops his special friendships with Horace Greeley, Daniel Ricketson, H. G. O. Blake, his participation in the anti-slavery conflict, his interest in the Indian, the expression of many varying attitudes in essays like "The Succession of Forest Trees," "Wild Apples," "Natural History of Massachusetts," "Civil Disobedience," "A Plea for Captain John Brown," and "Walking," the tension in his friendship with Emerson, his career as a lecturer, his addiction to walking, and the close record of his passion for reading. Dr. Harding's book is an informed and judicial biography, not to be confused with those biographies which resemble a herbarium which contains just one pressed specimen. Reading it we are left with the all-important impression Thoreau is greater than the sum of his traits. Indeed, whenever the gentle heat of the unsuppressible poet in everyone of us is applied to the glass which is this biography, the original flower appears. The poetic vitality in Thoreau transports us as the poetry of all great poets does. Any biography we read must always live in the world of our invention when, as in Dr. Harding's study, there is fire in the bones of author and/or subject.

—Reginald L. Cook

Mr. Cook is Julian W. Abernethy Professor of American Literature, Chairman of the Department of American Literature, and author of two books on Thoreau, The Concord Saunterer *and* Passage to Walden.

Social Opportunities—Fact, Finance, and Outlook

Thomas R. Ford, *Man and Land in Peru*, University of Florida Press, 1955, $4.00.

The Peace Corps: A Pictorial History, edited by Aaron J. Ezickson, Hill and Wang, 1965, $6.95.

In 1964 the Latin American Studies Press published *Peru in Four Dimensions*, a book by David A. Robinson, a young American who has lived in and studied Peru for some fourteen years. More than 400 pages long, it overflows with information—historical, statistical, socio-economic—which would be the delight of the geographer, the geologist, the anthropologist, and the business man. Published in Lima, it is not, unfortunately, yet available on the North American market. Thomas Ford's book is available, however, and it is an invaluable source of material for the student of Peru. It deals in detail with the current patterns of land distribution, the land tenure system, the Indian vis-a-vis the Peruvian Agrarian Scheme, Peru's place in the world market, and reflects on the prospects of each. In general his predictions are optimistic, and he ends with books with these words:

> There is no reason why the peoples of Peru cannot be introduced into a twentieth-century industrial system with a minimum of disturbance through a well-coordinated program of social and economic action administered under capable leadership. But the failure to comprehend fully the nature and the magnitude of the changes which are taking place is perilous. Equally dangerous is a policy which raises the hopes and expectations of the citizenry beyond the possibilities of achievement. The possibilities of a peaceful transition are good, but a national policy that is disjointed, indifferent, or discriminatory can easily provoke a reaction of incalculable violence. Neither course is inevitable; either is possible. Theoretically, the choice may be with the Peruvian people; actually, it lies with their national leaders.

This is a realistic estimate of the possible future for Peru, a country which has more than its share of peculiar problems. The most difficult is the problem of population, half of which is Indian and far from integrated into the economy of the country. Not only the Peruvian government, but the United States Agency for International Development (AID) program and the Peace Corps have run head on into the problem of raising "the hopes and expectations of the citizenry beyond the possibilities of achievement."

Without embroiling himself in the unpredictables of politics, Ford has written one of the better books on a South American country, a book which is valuable for the student as well as the layman. No small part of its value is a fine selection of notes and a superb bibliography which touches on all aspects of Peru, especially the excellent studies of Peruvian sociologists who have spent years in the villages of the Andes, the source of much of Peru's social difficulties. A reader will find it a good base from which to judge the course of events in Peru and their effect upon internal and regional developments. The next best thing is to go there and make such a personal study in depth. The invitation is an open one.

The Peace Corps, with an introduction by the inimitable Sargent Shriver, is a beautiful pictorial history. It costs $6.95 and it is worth much more, for it will be one of the books you will want to look at and read again and again in order to learn about the unselfish, often heroic work done by the unbelievable Americans all over this poor world of ours. The pictures tell their own story and each one is worth a thousand words. The introduction and the story accompanying each country will warm the hearts of

and mannerisms of an officer and soon he will conceive of himself in this way. How often have we assumed the stance appropriate to our position, thereby responding to the expectations of those around us, until we come to believe ourselves transformed?

The deterministic view of man, implied in much of the sociological perspective, has now been fully revealed in all of its implications. But what has happened to Man, the animal capable of taking initiative and experiencing freedom? Must he merely respond to the judgments and wishes of the prison warden and the director of the play? At this point, in his last and crucial chapter, Berger spells out the meaning of the subtitle of his book, sociology as "A Humanistic Perspective." He develops the philosophical implications of sociology with the metaphor of the puppet theater:

> We see the puppets dancing on their miniature stage, moving up and down as the strings pull them around, following the prescribed course of their various little parts. We learn to understand the logic of this theater and we find ourselves in its motions. We locate ourselves in society and thus recognize our own position as we hang from its subtle strings. For a moment we see ourselves as puppets indeed. But then we grasp a decisive difference between the puppet theater and our own drama. Unlike the puppets, we have the possibility of stopping in our movements, looking up and perceiving the machinery by which we have been moved. In this act lies the first step towards freedom. And in this same act we find the conclusive justification of sociology as a humanistic discipline.

Thus sociology, the study of man in society, may provide the social prisoner with an "out." Understanding how the system works, how the puppet strings are pulled and manipulated, enables man to begin to exert an influence on prison administration and script-writing.

Some people don't like or accept the view of society as presented by the sociologist. Yet he must paint the portrait of the current scene the only way he knows how, with dispassionate objectivity. Because moral and philosophical issues emerge as a consequence, sociology would appear to be more than an academic discipline. It has relevance for any "man in society," for *you*. If you are concerned with matters of human freedom, Berger will guide you along some of the more relevant paths.

—Rudolph K. Haerle, Jr.

Mr. Haerle is an Instructor in Sociology-Anthropology.

Outlines in Time: Past and Future

Leo Bagrow, *History of Cartography*, revised and enlarged by R. A. Skelton, translated from the German by D. L. Paisey, Harvard University Press, 1964, $19.95.

Much of human history would be incomprehensible without maps. They have been drawn as aids to determining sources of food, routes of travel, shapes and sizes of the land, plans for irrigation, military adventures, and patterns of towns and fields. Crude picture maps may have preceded or accompanied the development of oral communication. Maps are among man's most sophisticated and effective devices for portraying areal concepts and for illustrating the interrelatedness between two or more patterns of perception. Maps are visual records which, in their time, have exerted greater influence on man's mind than the printed word, and their significance as historical documents is frequently equalled by their beauty as works of art. When a richly illustrated history of cartography is printed, it is as significant a publishing event as it is an uncommon one. Leo Bagrow's original *History of Cartography*, published by Safari-Verlag, Berlin in 1951, and long regarded as a classic in its field, has been revised recently by R. A. Skelton, Superintendent of the Map Room of the British Museum. The translation from German to English brings to the English-speaking public a volume which will be of particular interest to the layman. It is written in clear prose and printed on high quality non-glare paper. The 8″ by 10¾″ format permits large scale reproduction of 116 monochrome and 22 color plates of representative maps from antiquity through 1750.

The *History of Cartography* focuses primarily on the history of map production. Little is revealed concerning the important problems of map symbolization, the representation of the third dimension on maps, the development of projections, or the invention and design of instruments for surveying or navigation. Bagrow has used a regional-historical framework in relating the story of world cartography. The sixteen chapters into which the work is divided include the following titles: maps of primitive peoples, cartography of the ancient world, the Christian Middle Ages, Islamic cartography, Mediaeval sea-charts, world maps of the later Middle Ages, Ptolemy and the Renaissance, the first printed maps, the end of the Middle Ages, the cartography of the great discoveries, nautical cartography in the 16th century, maps, workshops and the world map of the 16th century, the mapping of European countries, the century of atlases, the mapping of America, and the cartography of Asian peoples.

This edition arbitrarily terminates cartographic history in 1750, the date being selected by the author because he felt that after that time maps ceased to be artistic or skillfully crafted. Nothing could be less true! Bagrow's treatment of cartographic development after 1600 is unnecessarily sketchy, and Skelton accentuates this difficulty by shortening or deleting portions of the original text, particularly the sections dealing with 17th and 18th century cartography. In contrast, the exposition of early map making, especially Arab, Russian, and East Asian work, is very complete.

Bagrow's *History of Cartography* is a handsome introduction to the field. For those who wish to identify a particular

demands it ought to be nudging capacity in every segment of industry. This, the *Report* tells us, is virtually the present position.

It is a precarious position. Yet to draw back from it and leave the peak unattained is to have idle capacity, less production, lower incomes and unemployment—which is wasteful, demeaning and dangerous. To strain beyond it is to step into inflation. Neither alternative is desirable. What is wanted is to stay in the precarious position. The Council of Economic Advisers is right in commending policies to accomplish that, even at some risk. No good cook would refuse to let a stew simmer merely because with too much heat it might boil over!

This touches upon the main purpose of the Employment Act and of the machinery it provides. It is to keep the economy at peak. The last Chapter of the Report, "The Employment Act: Twenty Years of Experience," presents a lesson in justification of that purpose and does it with such lucidity and persuasiveness as a teacher must envy.

—Karl L. Anderson

Mr. Anderson is George Adams Ellis Professor of Economics and Chairman of the Social Sciences Division.

Peter L. Berger, *Invitation to Sociology: A Humanistic Perspective*, Anchor, 1963, $.95

A student once asked me if I were a sociologist "all the time." I had never considered the idea in quite the way it was posed, but upon reflection I had to admit that being a sociologist all of the time was a fairly accurate description of my perspective on daily life. *Invitation to Sociology: A Humanistic Perspective*, is a stimulating illustration and exposition of that perspective. This is a book I wish I had written. It is clearly conceived, well-written, and it has a 'point' to make. Witty illustrations abound, there are numerous insights to savor, and serious consideration of the issues it raises is rewarding. Yet the reader should be forewarned. This is only one man's view of the field of sociology. Nevertheless it does present an articulate and provocative picture of the field. While it may be deceptively easy reading, one should not overlook the crucial question of human freedom which it raises.

Berger's treatise can be broken down into three main sections. In the first section the author is concerned with the current image of the sociologist and his acceptance by the general public. He begins by destroying many stereotyped impressions. He states clearly what a sociologist is *not:* he is neither a social worker, social reformer, statistics gatherer, nor ". . . a detached, sardonic observer, and a cold manipulator of men." If not these, what is the sociologist? For Berger (and here is where I have a special affection for his expressive abilities), the sociologist is ". . . someone concerned with understanding society in a disciplined way, . . . a person intensively, endlessly, shamelessly interested in the doings of men," one who ". . . will occupy himself with matters that others regard as too sacred or as too distasteful for dispassionate investigation," someone who ". . . moves in sectors of experience that are familiar to him and to most people in his society" but who experiences ". . . the excitement of finding the familiar transformed in its meaning."

The second and longest part of the book contains Berger's more formal view of sociology in terms of its unique perspective and basic concepts. Sociology as a "form of consciousness" is an attempt to "understand" (Max Weber's *verstehen*) that structure which emerges from human, social interaction, i.e., man's society. In searching for this understanding, one must look as often behind the official facade as directly at it, perhaps even more often, since human behavior involves many different and complex levels of meaning. For example, a modern American city may be governed by a formal charter or constitution. However, the sociologist will often find it more fruitful to look at the makeup of the "informal power structure," thus ". . . discovering the way in which powerful vested interests influence or even control the actions of officials elected under the charter." As a consequence of this kind of approach, values and structures are "relativized" and "debunked": ". . . the sociologist must frequently disregard the answers that the social actors themselves would give to his questions and look for explanations that are hidden from their own awareness."

To accomplish this task in a systematic manner, the sociologist employs a variety of necessary and useful concepts. Berger skillfully illustrates their utility by adopting the metaphors of the prison and the stage. Under the heading of "Man in Society," Berger shows how man is subject to a multitude of external societal forces impinging on his every move. The image of a man in prison, locked in on all sides, conjures up the appropriate and meaningful spectacle. The controlling consequence of social location is clearly shown. Current evidence indicates that, given his position in the social structure, a person's voting preference, area of residence, and even interior decorating styles are to a great extent predetermined.

To explicate the metaphor of the stage, Berger speaks of "Society in Man" in terms of the internal controls which are "built into us" through the process of being socialized. These internal controls are the culturally-defined roles that we, as actors on the stage of life, are expected to play by those around us. But the nature of this learning of roles is such that we are often unaware of a pressure to conform. We reach the point where we come to desire what is expected of us by others—we *want* to obey the rules. The attitudes and emotions appropriate to a specific role soon follow to reinforce the action. Berger takes the example of a man who has recently been commissioned an officer. He wants to think that he is the same person he always was and he feels embarrassment while acknowledging the salutes of his men. But he must, according to military regulations (and reinforced by his fellow officers), adopt the bearing

Men faced with the war in Vietnam must be startled by the contemporaneity of Pericles' speech to the Athenians when it is read to them in class: 'Do not imagine that what we are fighting for is simply the question of freedom or slavery: there is also involved the loss of our empire and the danger arising from the hatred we have incurred in administering it. Nor is it any longer possible for you to give up this empire, though there may be some people who in a mood of sudden panic and in a spirit of political apathy actually think that this would be a fine and noble thing to do. In fact, you now hold your empire down by force; it may have been wrong to take it; it is certainly dangerous to let it go.'

We look into history nostalgically, with the hope that it may repeat itself. It is not that simple. To the living reality is what they know, to the dying that which they might believe. We cling to a world that in its aspect exists for us, and the conservative dreads it ever being changed with his passing. This wistful tendency has led to the publishing of a deluge of Gestalt assemblages which, by examining the climate of calms before a storm and occasional eruptions, might give us an insight into the future. The Edwardian Age has left few treasured relics in the swift tempo of the first half century. So the placid enjoyment of nature without fear, or even concern, as expressed in such an idyll as the first volume of Siegfried Sassoon's *Memoirs of a Fox Hunting Man* still attracts the curious in the same sense that Jane Austen and even Max Beerbohm are read today through curiosity or as a release from tension. Hughes' last novel, *Fox in the Attic*, combined a reflection of things past with reporting.

Mrs. Tuchman has written a book that is much criticized by those who expected the majestic warlike tempo of her *Guns of August* success. But her problem in this book was by no means the same, for between the Franco-Prussian and First World War there developed the monarchical personalities, almost a family group in themselves, who steadily prepared for war and lived a hypocritical age of elegance, privilege, and sport, and then died in Flanders. Hypocrisy was weakened by Wilde's rejecting the veil of discretion. The social prestige of the country gentleman is well expressed by a description of his daily round measure of port and a weekly fall on the head from horseback. He managed then to remain "in that chronic numb confusion which was the aim of every cavalry officer." Glorious material successes were common. Lord Rosebery won the British Derby in 1894 while Prime Minister, completing a triad of ambitions when he married Hannah Rothchild, the richest young lady of England. The author describes the governing group of the House of Commons as "the best club in London" before the veto power of the Lords was abolished to meet the demands of reform. Here are excellent sketches of Salisbury, Asquith, young Winston Churchill and, best of all, the languid Balfour.

Any survey of history is of great interest to the individual reader when it supplies further information regarding an event that one is somewhat familiar with. After reading about the anarchists and America's rise to world power after the sinking of the Maine, I was gratified by a replaying of the Dreyfus Affair which added, however, nothing that was new to me. A little more light on Charles Stewart Parnell would find me grateful. I could not forget James Joyce writing at the age of nine a diatribe entitled "Et Tu Healy" accusing my kinsman, the first Governor General of the Irish Free State, of deserting the disgraced leader and thereby postponing home rule for Ireland and bringing down the wrath of the Irish intellectual on the priesthood. There follow accounts of such efforts towards World Peace as the Hague Court and that of the inventor of dynamite who, like the inventor of the atom bomb, found solace in a statement such as this: "I wish" that "I could produce a substance or a machine of such frightful efficacy for wholesale devastation that wars should thereby become altogether impossible." We also have hilarious sketches of Kaiser Wilhelm II in a chapter, "Neroism Is In The Air." We have and will hear again His Majesty's view of Art.

> Art, he announced, should represent the Ideal. "To us Germans great ideals, lost to other peoples, have become permanent possessions" which "only the German people" can preserve. He cited the educational effect of art upon the lower classes, who after a hard working day could be lifted out of themselves by contemplation of beauty and the Ideal. But, he sternly warned, "when art descends into the gutter as so often nowadays, choosing to represent misery as even more unlovely than it is already," then art "sins against the German people." As the country's ruler he felt deeply hurt when the masters of art "do not with sufficient energy oppose such tendencies."

Art is what it will be.

Perhaps the most significant chapter is one dealing with suffrage for women fought by Mrs. Pankhurst, Carrie Chapman Catt and Mamie Fish and the amelioration of the working class and its rise to power.

> At the Shawfield Chemical Works in Glasgow in 1897, year of the Diamond Jubilee, workmen received 3d. or 4d. an hour for a twelve-hour day, seven days a week, spent amid poisonous vapors without a lunch-hour rest. They ate lunch standing at the furnaces and if they took Sunday off were fined the next day's wages. Lord Overtoun, owner of the Works, a philanthropist who gave 10,000 a year to charity, was a leading member of the Sunday Observance and Sunday Rest Societies. In other industries workers could be arrested for taking a day off without permission. If they applied for it, the request could be refused; if they took it anyway they could be, and often were, hauled off to a day in gaol.

Here in its awakening of conscience was the birth of the welfare state. Here Balfour and his world bowed out, and the book ends with the death of Jaures and the cataclysm of World War I and more importantly the rise of Communism. Wisely in an afterword the author writes "The Old

mapmaker and his principal contributions a useful List of Cartographers is included. For the serious student the book provides a valuable bibliography of the history of cartography containing 392 references in chronological order. For the reader who delights in maps, this book will offer great rewards, for in no other work of comparable size will he be able to examine and study so many excellent illustrations, many in color. The finest illustration is a superb two-page color reproduction of the 13th century Ebstorf world map. Here art and cartography have been beautifully blended. —J. Rowland Illick

Professor Illick is Chairman of the Department of Geography and Geology.

Derek J. de Solla Price, *Little Science Big Science*, Columbia, 1965, $1.25.

Several times during the past few years I have remarked in conversations that at the pace science is developing it is frightening to speculate on when the next great breakthrough will come and to what it will lead. Where will it all end? I have heard gloomy prognostications comparing the growth of science and scientific manpower in the United States and Russia. I have been told we must do more to encourage able students to elect careers in science or we shall not much longer enjoy our present position of world leadership. For those of us who think about these things and especially for those of us who are directly concerned with science and technology and its role in our society, de Solla Price's little book makes rewarding reading. It is a collection of lectures delivered at the Brookhaven National Laboratory in 1962 in which the author analyzed science and its growth as measurable entities and developed a "calculus of scientific manpower literature, talent and expenditure." As an historian of science who has a formal background as a physicist de Solla Price is eminently qualified to make such a study.

One of his most interesting points is that the transition from little science to big science has been steady and more gradual than appears at first glance. It is a fact that eighty to ninety percent of all the scientists who have ever lived are alive today. It is true that, if growth continues at the present rate, the next fifteen or twenty years will produce as many scientists and as much scientific work as have been produced in the whole of time up to the present. But the author makes clear that this situation has existed for some two hundred fifty years. This is a manifestation of the exponential growth that science has been experiencing since about 1700, and the author posits exponential growth as the fundamental law of any analysis of science. In terms of growth science is no different now than it was in the eighteenth century—it has always been modern, it has always been growing faster than the general population and it has always been on the threshold of tremendous expansion.

Fortunately, for those who shudder at the prospect of a continued exponential growth (one can speculate, assuming continued growth at the present rate, that in two hundred years there would be two scientists for every man, woman, child and dog in the population), all apparently exponential laws of growth must ultimately become logistic. That is, exponential growth reaches a limit at which it must slacken and at which the exponential curve becomes logistic—a curve that recognizes a ceiling. At some time in the future we will reach a point of saturation and then a steady state will probably be maintained in which considerable activity will be directed toward reorganization of the scientific community and a reformulation of the "ground rules of science."

This is the thesis developed in the first of the four chapters. Succeeding chapters examine the problems attendant upon the development of a greater proportion of great scientists, the history and the changing role of the scientific paper, the changing attitudes of the writer of scientific papers, and, finally, the effect that the development of big science will have on a country's share of the world's scientific output. The book is a penetrating analysis of the development of science as a powerful economic and political force. It should appeal not only to the scientific community but to all who are concerned with the role that science does and will play in our society.

—Robert W. Gleason

Mr. Gleason is Assisiant Professor of Chemistry.

Quests for Meaning in History, Art and Literature

Barbara W. Tuchman, *The Proud Tower: A Portrait of the World Before the War 1890–1914*, MacMillan, 1965, $7.95.

Jean Casson and others, *Gateway to the Twentieth Century: Art and Culture in a Changing World*, McGraw-Hill, 1962, $25.00

In the malaise of our national confusion as to whether we should command a world order to our liking or retreat into a no longer impregnable fortress there is currently a search for a traditional pattern that may serve again to shape our destiny. For it is as easy in the minds of some to associate our activities in South Viet Nam with the Peninsula campaign of Wellington in an attempt to bleed Napoleon as it was for this writer to predict ten years before it happened (in the pages of the News Letter) Hitler's invasion of Russia. Both of these desperate moves were the result of a frustration caused by the existence of the English Channel.

We use the past rather cavalierly. A recent analogy of history to contemporaneous events which was startling to us was expressed in an article on the activities of the Classics Department of a great American university:

corrupt scalawags, and ignorant Negroes uniting behind the power of federal bayonets after 1865 to exploit and tyrannize the prostrate South.

The magnanimous and statesmanlike policies of presidents Lincoln and Johnson, so the story goes, were overturned by a malevolent phalanx of Radical Republicans in Congress, who established military rule in the ex-Confederate states and proceeded to oppress and plunder their defeated foes in the interests of party supremacy, Northern business, and sheer vindictiveness. To serve these ends, the Radicals forced Negro suffrage upon the South and cynically manipulated the Negro vote. What followed was an era of degradation, thievery, and barbarism. Embattled white Southerners finally ousted the carpetbaggers and restored "home rule" in the 1870s, but not until Reconstruction had bequeathed an enduring legacy of sectional bitterness and racial hatred.

Kenneth Stampp's perceptive volume is an eloquent attempt, based upon his own and numerous other scholarly investigations, to place Reconstruction in better perspective and draw conclusions more nearly in line with the sum of the evidence. The author acknowledges that the myths contain a solid element of truth. Party power, protection of business, and vindictiveness *were* among the motives of postwar Republicans; the record of carpetbag governments *was* marred by corruption and waste. But there is more to the story than this—so much more, as Stampp forcefully demonstrates, that the traditional view of Reconstruction is simply untenable.

The campaign to solidify Republican control and promote Northern business was far more than a sinister Radical conspiracy. Conservative and moderate Republicans, including Abraham Lincoln, also sought these goals, and the Radicals themselves were badly divided on such economic issues as tariff and currency policy. The most consistent and important aspect of the Radical program was neither political nor economic, but a sincere idealism that sought to establish and safeguard Negro rights. Congressional intervention in Southern affairs after 1865 was an inevitable consequence of the total failure of President Johnson's reconstruction policy—and it was this policy, not the much-maligned Radical program, that laid the real basis for racial strife and white supremacy politics in the South.

The record is everywhere more complex than the myth. Carpetbaggers included honest settlers and humanitarians as well as corrupt spoilsmen; scalawags were a heterogeneous assortment of wartime unionists, lower-class farmers, businessmen, and a few leaders who felt that cooperation was the South's best policy. Corruption, Stampp points out, was a nationwide phenomenon, its most spectacular achievements being those of white Tammany Democrats in New York. Southern "Redeemer" governments showed as high an incidence of dishonesty as did the carpetbaggers.

Moreover, the bulk of carpetbag expenditures was devoted to necessary and legitimate tasks of rebuilding. Many carpetbaggers were able leaders who provided the former Confederate states with better constitutions, better schools, and more democracy—for both races—than most of them had ever known. And Negro voters, contrary to legend, proved neither unreasonable, vindictive, nor stupid. Since militantly racist Democrats offered the only alternative to carpetbag Republicanism, who can quarrel with the logic of the freedman's political choice?

As materialist elements dominated the Republican Party in the 1870s and Radical idealism gave way to disillusionment, the GOP abandoned the Negro to the tender mercies of Southern white leadership and Jim Crow. Markedly anti-Negro, Americans were totally unprepared to make the appropriations and economic readjustments that alone would have enabled the mass of former slaves to escape poverty and ignorance. But such attitudes would change; and Radical failures, Stampp concludes, were far outweighed by two momentous achievements that would make eventual reform possible:

"The Fourteenth and Fifteenth Amendments, which could have been adopted only under the conditions of radical reconstruction, make the blunders of that era, tragic though they were, dwindle into insignificance. For if it was worth four years of civil war to save the Union, it was worth a few years of radical reconstruction to give the American Negro the ultimate promise of equal civil and political rights." —WILLIAM B. CATTON

Mr. Catton is Associate Professor of History.

T. S. ELIOT, *To Criticize the Critic, and Other Writings*, Farrar, Strauss, and Giroux, 1965, $4.95.

The publication of a collection of essays by T. S. Eliot is always a matter of literary importance. His critical writings have had an enormous impact on both literary theory and the practice of poetry in the twentieth century. As a theorist he has actively contributed to the continuing effort to define the nature and function of art and has significantly shaped modern thinking on these matters. Some of his most famous critical concepts—"dissociation of sensibility," "objective correlative," "tradition and individual talent," "impersonality of art"—are now commonplace literary shorthand, rivalling even the well-known phrases of Samuel Johnson or Matthew Arnold. His organic theory of poetry, derived from Coleridge's definition of a poet in *Biographia Literaria*, made respectable the witty and ironic lyric so typical of our times. As a man-of-letters committed to preserving and furthering the Western humanist tradition as a moral and religious force, he has contributed essays on the relevance of the classics, of education, of tradition to the modern world, and offered ideas on a possible Christian society.

Eliot's essays in this posthumous volume, *To Criticize the Critic and Other Writings*, fall into his usual areas of interest: literary theory, practical criticism, and relationships between literature and society. The essays range in time from

World has much that has since been lost, whatever may have been gained." Is this the root of much of youth's irresponsibility for order in our time when they look into the abyss of total destruction?

In the first essay of *Gateway to the Twentieth Century*, "The Climate of Thought," Jean Casson treats with the capitalistic expansion that made *The Proud Tower*. He then turns to the social revolutions burgeoning and sees ferment to be the result of swifter communication, the automobile and the plane. He sees a new door to reality in the new technology, the development of the cinema, and the growth of man's consciousness regarding the world and himself in the contributions moving swiftly from Darwin to Bergson to Einstein and Freud. It must be admitted certainly that the arts before this era, and overlapping it, were tailor-made by skilled confectioners, particularly in the salons generated by the Ecole des Beaux Arts. The companions of the scientists and philosophers mentioned were such figures as William Morris allied to Socialism, the retreat from bourgeois values in Gauguin and the extension on his seeing to the decorative change of Art Nouveau, the pioneer Louis Sullivan in his Transportation Building for the Chicago World's Fair, the Firth of Forth Bridge near Edinburgh by Fowler and Baker, the delirious yet solid architectural poetry of Gaudi in Barcelona, Mahler Schonberg and Stravinsky in music, Kirchner, Schmidt-Rotluff and Nolde in German expressionism. These and many others were originally looked upon much as were the anarchists Kropotkin, Most, Berkman, Vaillant, Malatesta, Faure, Lucheni, Czolgosz, Goldman and others as were as well reformers such as the Fabians, Marx, Hardie, MacDonald, Cipriani, Bebel, Kautsky, Debs and Jaures, all dealt with by Mrs. Tuchman.

Above all there is the firm conviction that the machine is a thing of beauty. That it should not have a Neo-classical or Gothic envelope and that the expression of it is the new aesthetic. The artist imaginatively follows the expression of Dostoevsky with a respect for mathematics but with a will to take flight from its logic. "I admit that two-and-two-makes-four is an excellent thing, but if all things are to be praised, I should say that two and-two-makes-five is also a delightful thing."

It is a period as rich in personalities as in ideas. It has always been a matter of indecision on the part of this reviewer whether the intellectual aristocrats such as Emile Rousseau, Marquis de Lafayette, Jacques Louis David, John Steinbeck, Franklin Delano Roosevelt, Joseph Dos Passos, Count Tolstoi, Leon Trotsky, Arshile Gorky, Prince Yusupov, Robert Wagner, Norman Thomas, and Robert Lafollette have been as effective as Samuel Gompers, Felix Frankfurter, John L. Lewis, Mahatma Gandhi and Martin Luther King by their militant or passive resistance in bringing about social reform. Certainly in the years of our Depression writers akin to the former group spoke out, but few of them showed their faces during the absurd years of Senator McCarthy. By then, of course, our concerns were no longer domestic. Perhaps such efforts cannot be divided and progress is brought about by both expressed thought and economic action. Today the Welfare State is almost universal and sustension of it has become a political weapon of the conservative governments.

Perhaps the most important emerging figure of this period is the Surrealist and Pataphysician Marcel Duchamp, for the visual record of his contributions, however slight in number, is being extended in their explorations by artists of today. The rebirth of Dada with its nose-thumbings and "happenings" is one of the current comtemporary modes. As a matter of fact, the book itself is a record of the existence by 1914 of that which is good and bad today. This suggests something of a cultural stalemate and rather negates the spirit of an age concept.

This book, despite the splendor of its appearance, is much more than a cocktail-table decoration. It should be read. The slick paper used for the reproductions of paintings was perhaps unavoidable but actually enhances the reproductions of the applied arts. Delightfully, old photographs are often used in reproducing architectural examples, which gives them the atmosphere of the period. The typography is handsome, the articles flow smoothly with the interspersion of occasional illustrations. The work selected is empty of chauvinism that characterized Hoffman's *The Earthly Paradise* dealing with the Romantics which with its overemphasis on the work of Caspar David Friedrich resulted in a Bible of Kultur.

These two books complement each other and could easily be followed by reading Janet Flanner's (Genet) *Paris Journal, 1944–1965*, which in a delightfully intimate way reports on politics, economics, literature, the theatre, music and the visual arts. Living in the period, she cherished that which was meaningful to her and her report is natural, not labored, and to my mind avoids the didactic scholarship and resultant tedium of Alistair Horne's, *The Fall of Paris, 1870–91*. It is inevitable that history evolves with the accidentality of experiences in a human life and often excapes generalization. Despite the thought that events are shaping beyond our comprehension and control and that human nature remains constant, the search for meaning in a time from Herodotus to today preoccupies the popular historian. —Arthur K. D. Healy

Professor Healy is Chairman of the Department of Fine Arts, President of the Board of Trustees of the Sheldon Museum, and a widely-admired peripatetic painter.

Kenneth M. Stampp, *The Era of Reconstruction, 1865–1877*
Knopf, 1965, $4.95.

Few myths in American history have proved more tenacious than those that surround Reconstruction. And few, it must be added, have so distorted our understanding. Scholarship has been exposing their inadequacy for over a generation, but the stereotype persists. Reconstruction continues to project an image of greedy carpetbaggers,

is so intent in foisting upon us. Why? Well, first of all, it tells a gripping tale. Frodo, the nephew of Bilbo Baggins, the Hobbit who first possessed the ring—*the* Ring, comes into possession of it on the occasion of old Bilbo's eleventy-first birthday party shortly after Bilbo's dramatic disappearance from the midst of those who thronged the garden at Bag End. Not long after (at least according to the reckoning of time in the Shire), under mysterious and menacing circumstances, Frodo and his first companions are forced to fly under cover of night on a mission they don't fully understand that is fraught with terrifying dangers. With the aid of Elves, the protection of Strider, and the hope of encountering Gandalf the Grey, they reach the realm of Elrond and Rivendell. There much is explained, the full company of the Ring constituted, and the heavy burden of an awful quest undertaken. If you get this far (the beginning of Book II of Part I), you will not be able to put the book down, so there's no need for me to say more. I will say only that it is a compelling narrative. I haven't been as frightened or as exhiliarated since as a boy I went to horror- and mummy-movies on Saturday afternoons.

But *The Lord of the Rings* is a good deal more than an absorbing tale of mysterious creatures, fearful encounters, and deeds of high heroism (although it is that, most emphatically); it is beautifully written, too. Like the *Aeneid*, Tolkien's epic is the loving labor of twelve years of painstaking composition. An Oxford philologist, Tolkien brings a scholar's sense of the exactitude of language to his talents as a story-teller and the result is passage after passage of evocative description and disciplined narrative:

> It became difficult to follow the path, and they were very tired. Their legs seemed leaden. Strange furtive noises ran among the bushes and reeds on either side of them; and if they looked up to the pale sky, they caught sight of queer gnarled and knobbly faces that gloomed dark against the twilight, and leered down at them from the high bank and the edges of the wood. They began to feel that all this country was unreal, and that they were stumbling through an ominous dream that led to no awakening.

Finally, *The Lord of the Rings* is a vivid demonstration of the Keatsian formulation, "Beauty is truth, truth beauty," for it knows that in the end both truth and beauty have moral implications which men are prone either to forget or to take for granted. Tolkien has taken old and time-worn truths, some now out of fashion, having to do with courage, loyalty, friendship, fealty, patriotism, and perseverance and through his art transmuted them and given them fresh birth in our times. There is magic in the web of this book, and it is a magic which will continue to enchant as long as humans cherish these virtues and the artists who give them substance. —David J. Littlefield

Mr. Littlefield, the Editor of Books of Merit, *is currently on leave as a visiting Fellow at Princeton University.*

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an hitherto unpublished analysis written in 1917 on metrical virtuosity in Ezra Pound's early poetry, to a public lecture delivered in 1961 at the University of Leeds. The scope is wide, with essays on Poe and the French symbolists, American language and literature, the role of the classics in literature, and a personal tribute to Dante. The three lectures on education, deriving from Eliot's strong instincts as practicing Christian and advocate of the traditional liberal arts curriculum in schools, are sincere but unoriginal.

The tone of writing is personal and persuasive and suggests the confident and disciplined literary spokesmen of his age. As with Samuel Johnson, for whom Eliot feels "reverence," the reader senses a penetrating intelligence, comprised of what in the neo-classical period was called wit and judgment, as well as the deep emotional response of a whole personality. The prejudices are sometimes there, as they were in the notorious essays on Milton, Shelley, and Swinburne, but the insights, when tested against the experience of the literature, usually ring true.

Eliot is at his best when analyzing the influence a poet has exerted on his own poetic consciousness and method. In "What Dante Means to Me" he lays to rest the notion that he admires Dante because of their similar religious beliefs. Referring to the device of literary allusion in "Little Gidding," he explains that he intended "to present to the mind of a reader a parallel, by means of contrast," between the *Inferno* and *Purgatorio* and a modern air raid. What clearer account of Eliot's allusory mode of writing, a technique which has exasperated many readers, exists in the innumerable discussions of *Four Quartets* or *The Waste Land?* His greatest delight in Dante, however, is in his craftsmanship, economy of language, and verbal textures, a natural reaction for a poet whose poetry exhibits these very same qualities and a critic who has devoted an essay, "The Social Functions of Poetry" (1945), to the various obligations a poet must have toward language.

In the introductory essay, from which the volume takes its name, Eliot reconsiders his own criticism. He is somewhat uneasy about his dogmatic treatment of Milton and Shelley and the special pleading of much of his early work. He cautions against judging criticism apart from "the state of literature at the time at which it was written, as well as the stage of maturity at which I had arrived, by the influences to which I had been exposed, and by the occasion of each essay." As perspectives change, Eliot's critical pronouncements do appear to parallel his and other modern poets' attempts to create in personal terms a "modern" myth, some objective framework of value as a substitute for the collapse of classical metaphysics during the eighteenth century and as a reaction against the romantic subjectivism of so much nineteenth-century poetry. His alleged traditionalism is therefore actually inseparable from his modernity.

But the tentative quality of Eliot's retrospective should not be construed as a "recantation." The tone of the essay "To Criticize the Critic" is complex, as the implied play on words in the title itself might suggest. For instance, he is apparently embarrassed by the pretentious statement about his classicism, royalism, and Anglo-Catholic religion; at the same time he wryly quotes from Shelley, whom he supposedly thinks "adolescent" and "repellent," to describe the way the statement haunts him. He deplores the anthologizing of early argumentative defenses of his poetic practices and theories of art, yet he stands by them as imaginative acts. Donne "inspired" him, but metaphysical poetry was simply congenial to the age, he notes, in what amounts to a critical flip-flop. Like the self-conscious narrator in "Prufrock," asserting and depreciating his perceptions, the criticizing critic generates here the Eliot-like tension of opposites between self-effacing apology and commitment to his art. Quoting from his early intellectual mentor, the philosopher F. H. Bradley, Eliot calls criticism "the finding of bad reasons for what we believe upon instinct, but to find these reasons is no less an instinct." The wit, humility, and seriousness of this remark is a fitting summary of Eliot's own efforts. —Donald C. Mell

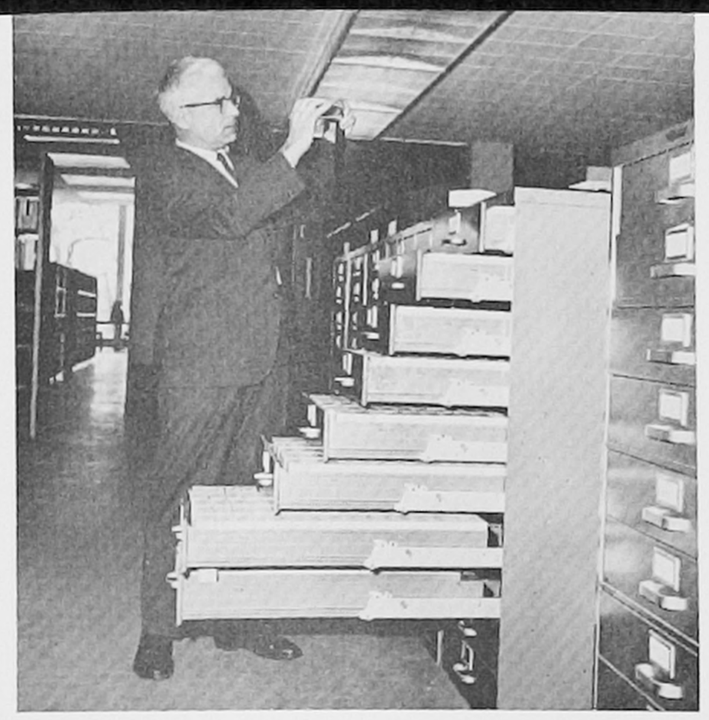
Mr. Mell is Assistant Professor of English.

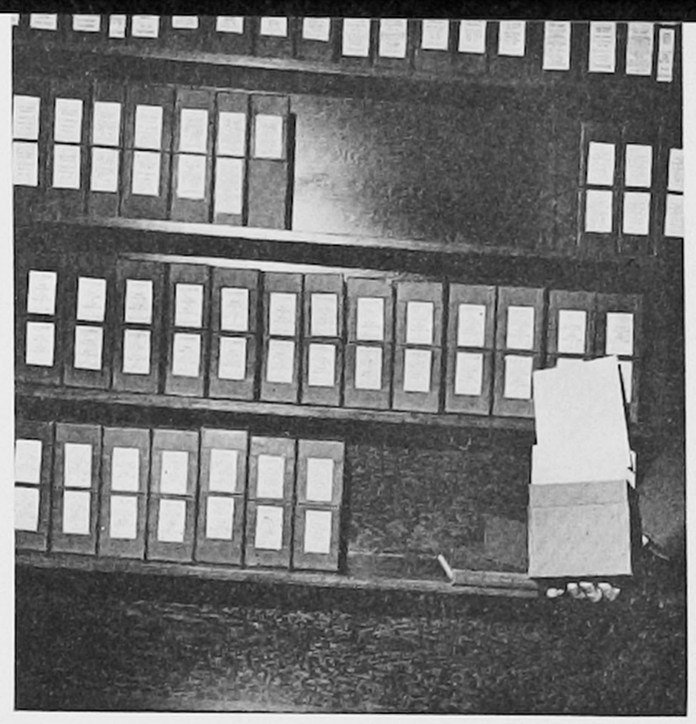
An Enchanted Land

J. R. R. Tolkien, *THE LORD OF THE RINGS:* Part I, *The Fellowship of the Ring;* Part II, *The Two Towers;* Part III, *The Return of the King* (in three volumes), Balantine, 1965, $ .95 each.

News of the gathering storm of admiration first drifted across the waters to us from a friend at Oxford who several years ago sent a copy of *The Hobbit* to the children at Christmastime along with a glowing report of the extent of Tolkien-fever prevalent among the undergraduates there. Soon after that a mathematical colleague at Middlebury persuaded me to borrow his well-thumbed copies of *The Lord of the Rings* and we have since done much by word-of-mouth to forge new links in the chain of admiration that binds those who have succumbed to its spell. In New York last summer I caught whisperings of the imminent formation of a Tolkien Society of America and now a recent piece in the *New Yorker* about one of its meetings confirms the fact that among the young—and the young in heart—in our land the rage to live an Elvish life is on in earnest. And what a boon for good reading this is!

Let there be no mistake about it—this is an "in" book, and either you know what Ents, Orcs, and Palantíri are, and what causes they serve, or you don't and had better find out soon. Tolkien is not a topic for cocktail-party chatter; you're committed or you're not. Some of the more passionate devotees even write each other in Elvish script. And it is easy to justify this quality of passion, for *The Lord of the Rings* is one of the authentic literary masterworks of our times, and it is my guess that it will long outlast some of the highly-touted "masterpieces" that Madison Avenue





Left: Librarian John R. McKenna inspecting one of the 600 reels of microfilm which contain the papers, public and private, of three generations of the Adams family. Shown center above is the microprint edition of Three Centuries of English and American Plays *containing original editions of over 5,000 plays published between 1500 and 1800.*

(*Continued from page 22*)

Because of these overwhelming demands, many libraries have been forced to curtail their services to students from other institutions in fairness to their own constituents.

Why do these students have to go to other libraries? The main reason is that their own libraries cannot provide the books and periodicals necessary for their research. In some cases topics are so specialized that an undergraduate college library could not be expected to have the required materials; but, in far too many instances, college libraries lack even the most essential journals and source materials. This distressing fact was revealed in a recent publication of the American Library Association entitled *National Inventory of Library Needs* which reported the results of a survey of academic libraries throughout the country. The study revealed that 73 per cent of the four-year colleges had libraries whose collections fell below the standards of the American Library Association (50,000 volumes for up to 600 students, and 10,000 volumes for each 200 additional students). While these figures ignore the factor of quality, it is reassuring to know that the Starr Library has over 160,000 volumes and is adding between five and six thousand volumes a year. However, it must be emphasized that the standards mentioned above are minimums and not goals. We still have a considerable way to travel before we have a library collection that will support the standards of excellence that have been set by the Middlebury faculty.

We have, however, taken some important beginning steps towards meeting the needs of the whole academic program. Substantial increases to the library budget have enabled most departments to fill gaps in their subject areas and to acquire more of the recent publications. A supplementary allotment of $20,000 provided by the Ford Challenge Grant has made it possible for the Library to purchase expensive research materials which were beyond the reach of the annual budget allotment.

A large portion of the funds were spent for files of such important learned journals as: *Angewandte Chemie*, *American Political Science Review*, *Boletin de la Real Academia*, *Bulletin of Hispanic Studies*, *Economic History Review*, *Evolution*, *Journal of English and Germanic Philology*, *Sewanee Review*, *Zeitschrift für Romanische Philologie* and *Mediaeval Studies*. Microfilm files of the *Boston Evening Transcript* and the *Philadelphia Public Ledger* covering the Civil War Period were purchased in anticipation of the needs of a new course in the History Department. Other important purchases included: Haydn, *Werke;* Handel, *Werke;* Palestrina. *Opere Complete;* American Mathematical Society, *Transactions;* Great Britain, *Parliamentary Debates 1803–1820; Studi Danteschi; Letteratura Italiana;* United Nations. *Official Documents 1947–1952.*

Two outstanding acquisitions are worthy of more detailed description. The first is the microfilm edition of the *Adams Papers* which is contained in 608 reels. Here are included exact facsimiles of all of the Papers, both public and private, of President John Adams (1735–1826), President John Quincy Adams (1767–1848) and Charles Francis Adams (1807–1886) together with the papers of their wives and children. With this collection available, students of History, Literature and Political Science will have access to a wealth of original sources including: autobiographical material, diaries, letters, financial records, legal papers, literary material and political writings covering a century and a half of American life.

The second is the microprint edition of *Three Centuries of English and American Plays* which contains more than 5,000 plays, including every important play published in the English language in England from the year 1500 through 1800, and in the United States from 1714 through 1830, together with many manuscripts never before published.

As Middlebury expands its programs of independent study, more materials of this nature will have to

Is loyalty a thing of the past? Many businessmen think so, and they are joined by educators and clergymen. Here, the question is probed by a psychologist of the Menninger Foundation: Loyalty, he finds, has not disappeared but it has changed remarkably. Today's American expects different rewards in exchange for loyalty.

What Ever Happened to Loyalty?

by Dr. Harry Levinson

What ever happened to good old-fashioned loyalty? Company presidents complain that managers no longer identify with their companies. Despite promotion-from-within policies, management development programs and generous salaries, managers increasingly leave one company for another.

Among union leaders a similar cry is voiced. Why does the membership of one large union reject a long-time leader who has "done so much for them," and the staff of another form a union within their union to represent them in their dealings with their leadership?

A noted college president complains that faculty members flit from one college to another with little feeling for any one of them. Many, he complains, are preoccupied with the wooing of grants from foundations and government sources. They seem much more concerned with research that interests them and a congenial environment than with their obligations to the institution.

Recent newspaper stories report the protests of priests here and there, both in this country and abroad, about certain church policies. Yet these men have insisted that they continue to be loyal to the church. "How can they be and act that way?" some ask. And at least one bishop speaks of a "crisis of obedience in the church."

Loyalty is an ancient concept which goes hand in hand with honor. In feudal times a man gave his king or lord his fealty in return for the lord's beneficence or protection. To be loyal was to have a place in a formal social structure and to live according to a code of fixed relationships and mutual obligations. In return for loyalty, the more powerful took care of the less powerful. To question the lord or to act against his wishes was to be disloyal.

The same ancient concept of loyalty was carried down to other social institutions—the business, the university, the union, the church. All are organized in a hierarchical pattern in which the underlying assumption is that each level has command and control of all below it. Those below are expected to be loyal to those above and to respond willingly to their power.

When they are not "loyal" the common reaction is that people are not behaving as they *should*. They are ungrateful, unappreciative and selfish. The protestors share a common feeling of *righteous* indignation. As they experience the actions of their subordinates, they feel that they have been treated unfairly, rejected, or even betrayed.

There remains indeed much of the tradition in management circles that if the employee is paid reasonably, the work place is adequately comfortable, and the boss is "nice," the employee should do as told, and do it cheerfully. Above all, the employee should stand behind and for the man who provides his bread and butter. If he does not do so, if he does not appreciate what he is getting, he is not a loyal employee.

This view is implicitly paternalistic and, in fact, much of the human relations movement in business during the last three decades has been an effort to disguise such paternalism. It did not work because changing circumstances made traditional, paternalistic conceptions of loyalty obsolete for many individuals and many organizations. Among the

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Left: David E. Robinson, '67, listening to a recording of Shakespeare's Measure for Measure. *Center: Thoreau's personal copy of* Walden*—one of the many treasures in the Abernethy Collection—is admired by Mrs. Sandra Gaunt. Right: William H. Hays, III, '67, consulting a current journal in the reading room.*

be acquired. The cost will be high, but money will be well spent since most authorities agree that one of the best measures of the excellence of a college or university is the size and quality of its library collections. If an institution has the best physical plant in the world and lacks an adequate book collection, it can never hope to attain distinction. The quality of the library is the chief factor in determining the quality of education that a college provides and the type of faculty it can recruit.

What is the optimum size of a college library? There is no easy answer to this question, but a library collection should be broad enough and deep enough to support all phases of the educational program. Geographical location is an important factor in determining size. If a college is situated in an urban center close to large university libraries, it will not need as many books as one located in a small New England town. The nature of the academic program is another factor that will have some bearing on the size of a collection. If a college offers advanced degrees, or has embarked on a rigorous program of independent study, it will need more periodicals and source materials than one that has limited course offerings. If the college has a research-minded faculty, it will have to possess richer library resources. Good teachers are not attracted by meager library facilities, and good students are not attracted by mediocre teaching.

Countless words have been written and spoken regarding the importance of the library in the academic community. Many colorful metaphors have been used to describe its function, but the statement made by Paul Buck in 1954, shortly after he was appointed Director of Libraries at Harvard, seems to summarize all of them:

First, the library is the heart of education.[1] Every educational advance depends upon its resources and, in large measure, the degree of the advance is proportionate to the potential of the library to respond. This is why we must have great libraries on our own campuses. It is fine for scholars to go from Iowa to the Newberry Library; but the scholar must operate from a base, and there must be a strong and adequate library at that base. The library has been the heart of the educational process since universities began, when professors had to read books to their students, and today, despite their great laboratories, even scientists must continue to consult books.

Second, methods and fashions in education change from generation to generation, but each generation uses the library as a means of realizing its aims; hence the library remains the great conservator of learning. An investment in a library is a permanent investment, guaranteeing returns for centuries to come. This is why it is not enough to collect only what is needed by the professors who happen to be on your faculty today.

Third, a quality education is impossible without a quality library. When working on the development of our general education program at Harvard, I compared the student in many college courses to a traveler abroad who keeps his nose in the guide-book and never looks at the life around him. Teaching with textbooks means offering the student only a guide-book instead of the variation and the depth of experience to be found in living books. The Harvard Law School is a great school; it also has the greatest legal library in the world. These two facts are related. The Harvard Graduate School of Business Administration is outstanding, and it has one of the greatest libraries in its field. I repeat that you cannot have a quality education without a quality library.

Fourth, you cannot have a quality faculty without a quality library. I used to find the resources of the Harvard Library very helpful when attracting professors to our faculty. Our salary scale, which is rather high, was less important—living costs vary, and so do people's habits in using money. The most important consideration was the morale of the faculty, which involved the University's policies with regard to academic freedom and the way in which a professor is allowed to operate. Second only to this in importance was the Library. In terms of cash, I should estimate it was worth three thousand (*Please turn to page 55*)

to buy the loyalty of employees with good fringe benefits while at the same time acting on the paternalistic assumption that the employees will then enthusiastically do what they are told to do. In such situations, and this is true of much American business, management keeps trying to fulfill needs which are no longer paramount.

3. *The third drastic change is in the way American families live.*

Extended family units live together far less frequently than they used to. Grown children are often separated from their parents by many miles, and in some cases by vast social gulfs as the children attain education and status that the parents could not dream of.

In a curious way, this erosion of family ties resulted in erosion, though an ambiguous one, in the individual's relationship with the organization.

On the one hand, the very mobility that attenuated family ties made the organization more important to the employee. As he was shifted from one part of the country to another, the organization remained the thread of continuity in his life. This probably resulted in increasing loyalty to the organization. But it was a brittle kind of loyalty. Demands placed by such employees on their organizations were great, greater often than organizations could fulfill. In disillusionment, individuals who had previously severed close ties with parents and home towns, and who could move freely anywhere in the nation, found it possible, though painful, to move from one organization to another.

At the same time, the younger generation of Americans has become increasingly independent. They have more money, more automobiles, marry earlier, are better educated and have higher aspirations. They have never known depressions and any of them, with a reasonably good education, is confident of his ability to find employment.

When they come into organizations as employees, they have greater expectations of being able to act relatively independently, to take a task and accomplish it, and of being heard. The Peace Corps and contemporary civil rights activities, no less than the war in Vietnam, are primarily the working, fighting and dying of young people. Regardless of anyone's value judgments about these efforts, *they are realities.* And they demonstrate what young people will do for goals which are worth the doing.

Pursuit of identification with an organization is often difficult when the individual brings a wish for increasing independence to an organization which operates on the paternalistic assumption that he will simply do as he is told and wait his turn. The relationship with an organization becomes even more trying to both parties when it takes place in an environment in which *everything* is subject to question, and the younger person is likely to be asking the questions.

All this does not mean that loyalty is gone or will go. It means, rather, that paternalism, however disguised, is going, and the kind of loyalty which was characteristic of paternalism must necessarily go with it. The old ways of achieving loyalty—preaching it, inducing guilt, reinforcing it by tight controls and severe penalties, buying it by keeping people dependent and grateful—no longer work.

And what will be in its place? Speaking of what has happened within the Catholic church, Editor Robert Hoyt, of the *National Catholic Reporter*, says that Catholicism is being transformed from a religion of paternalism to a religion of personal responsibility. In such a transformation, freedom of language and thought by the laity is not just a by-product of loosening controls, but is required, for it becomes part of the responsibility of the laity to express their opinions on those things which concern the good of the church.

The same trends which are at work in the church are also at work in business and other social institutions. Mr. Wishart noted this in observing changing styles of leadership in industry. Instead of trying to compel loyalty by the forces of guilt or outside social pressure, the new style leader creates conditions under which it evolves naturally.

He begins by recognizing that loyalty is a feeling of living according to values which have special importance. People these days want to live with themselves and with others as mature adults. They want to behave in those ways which are most effective in helping them not only to master their world but also to live in it with reasonable psychological comfort.

The new kind of loyalty—really, it is quite old—comes about in several ways, the most important of which is by identification and assimilation. People identify with others and want to emulate them, to make the values of the others a part of themselves, if they experience positive relationships with others. Bonds of affection are the true bonds of loyalty. Affection and respect arise when people feel that others care about them. We feel that others care about us when they teach us fruitful ways to live and how to solve our problems better. Most of us remember fondly old teachers, ministers, scoutmasters, who at one time or another were like parents to us. We frequently wish we could be like them in those helpful ways. The values of these people are enduring ones because they are built on love and consideration: They help young people grow to independence and maturity. The same considerations govern loyalty in the workaday world.

circumstances which produced this result three stand out:

1. *First, there is a drastic change in the ability required to rise in the ranks and hence in the rewards which loyalty alone can confer.*

Paul B. Wishart, a leading industrialist, put it succinctly. "There was a time within the memory of many of us," he said, "when a reasonably intelligent, reasonably personable individual with the self-discipline to learn the business, the drive to work a little harder than the other fellow and the courage to assume leadership responsibility could usually work his way to the top . . . This type of manager is having increasing difficulty; today's business complexities call for a different type . . . The rate of development in the myriads of technical specialties has been so rapid we refer to it as a technological explosion. It would obviously now be impossible in the span of one lifetime for a top business manager to be able to have actual, meaningful experience in each of these activities. The modern manager, therefore, requires a broad-based education and experience that enables him to exercise effective managerial leadership of professionals, engineers and scientists, even though he does not have, by education or direct experience, as much knowledge of their technical specialties as they have."

MR. WISHART'S comparison between past and present emphasizes that becoming a top executive is no longer a matter of rising on a fixed ladder in a stable organization to a *command* position. Today's emphasis is on the *leadership* of highly diverse specialists toward ever-changing goals.

Such leadership ability is relatively rare and when the choice must be made between unquestioned loyalty and unquestioned competence, today's organizations usually opt for competence. (This fact of modern life has not been lost on the ambitious. Since blind obedience is no longer a liberally rewarded virtue, it is no longer an assiduously cultivated one.)

Interestingly enough, the transfer of loyalty from the institution to the goal is also occurring in the military. Professor Allen Guttmann of Amherst points out that, "Compared to the European soldier, the American is deficient in reverence for the past as in a sense of military honor." Professor Guttmann is not depreciating the American soldier. His point is that "honor" has become less significant in the military as "heroic leaders" have been replaced by military managers.

2. *The second drastic change is in people's expectations.* Professor Abraham Maslow, of Brandeis, has pointed out that man's needs are arranged in a hierarchy. There are, first, basic biological needs; then needs for safety, protection and care followed by needs for gregariousness, affection and love relationships, and beyond these are needs for respect, standing and status, consequent self-respect; and the need for self-actualization or the fulfillment of one's potentialities. When the more elementary of these needs is gratified, the next higher level becomes the principal motive.

The very success of American enterprise has changed the relative pressure of psychological needs. With almost continued economic growth for twenty-five years, many Americans and particularly those in the managerial and professional groups, found it relatively easy to meet their basic needs. To a lesser degree, working class Americans also found these basic needs fulfilled and felt relatively secure about them.

As a result, Americans turned to their organizations for fulfillment of higher level needs—their need for safety, for protection and care. The organizations responded with seniority provisions, health insurance, pensions and the like. Need, in turn, moved to a higher level. Respect, status, self-fulfillment, psychological rather than material needs have become paramount.

This does not mean that people are unappreciative of those things which help fulfill the more basic needs. It means that they can fulfill these basic needs in almost any organization. They are therefore motivated to fulfill higher level needs. They are more likely to want to work toward goals which will meet those needs.

As Professor Frederick Herzberg, of Western Reserve University, and his colleagues Drs. Barbara Snyderman and Bernard Mausner, have shown, when people have good wages, hours and working conditions—these are the hygienic or environmental factors of work—they will return a fair day's work but have little incentive to go beyond that. When, in addition, they feel they are being recognized, that they are achieving their goals and making good use of their capacities, they give more of themselves in the form of innovation, creativity and investment of energy.

A simple analogy may make the issue clear. Some parents work so hard to give their children the material things of life that they have little time to spend with the children. When, as it usually turns out, the children do not seem to appreciate what the parents have done for them, the parents become angry and accuse the children of ingratitude. In effect, the parents have expected to earn the love and loyalty of the children with gifts, rather than with that love and respect which helps the children to become mature adults. Like the feudal lord, the parent in such a situation wants loyalty for favors.

The same situation prevails in companies that try

of the Provident Mutual Co. for the past nineteen years. In addition to his Middlebury A. B., he holds a B. S. from Cornell University. In 1948 he was graduated from the Purdue Life Insurance Marketing Institute, and six years later was awarded the designation of "Chartered Life Underwriter." He holds a number of his company's production honors. Mr. Cadwell is a director of the Proctor (Vt.) Trust Co., and is president of the Rutland Hospital, Rutland Community Concerts Assn., and serves as a member of the Board of Governors of the Rutland Country Club. In past years he has been president of the Rutland Rotary Club, Rutland Chamber of Commerce, and the Vermont Association of Life Underwriters. He is secretary of the Class of 1944.

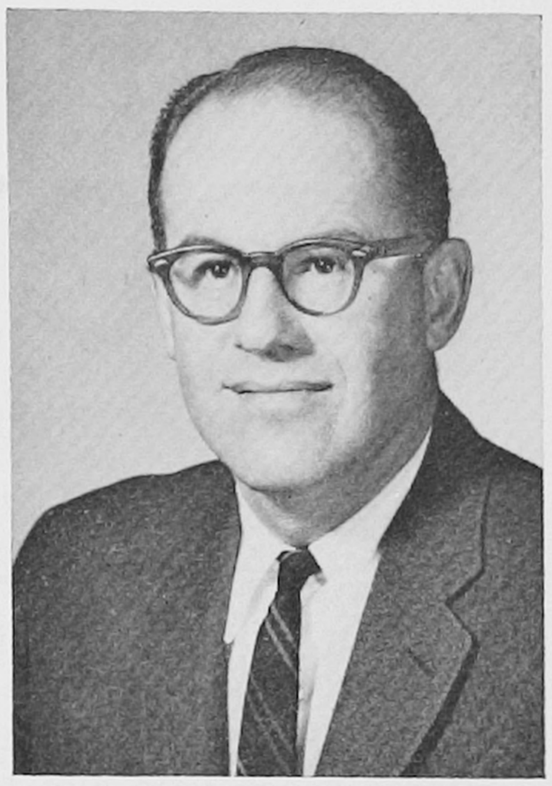
Mr. Caswell is a member of the faculty of the Bennington (Vt.) High School. He joined the Bennington faculty in 1951 as a teacher of history after teaching and coaching for two years at Bristol (Vt.) High School. He has been chairman of the Social Studies Department at Bennington High School for the past thirteen years. Mr. Caswell has done graduate work at Tufts and the University of Vermont. He holds a master's degree from Vermont. A past president of the Bennington Teachers Association, he is active in the scouting work of his community. Mr. Caswell served a term as president of the Albany Alumni District and is currently a member of the Middlebury College Challenge Fund Drive Committee.

Mr. Thompson, Needham, Mass., is president and owner of David E. Thompson, Inc., hardware consultants, Dedham, Mass. From 1954 to 1965 he was president of Arlwood Corp., Malden, Mass. Prior to 1954 he served for five years as a salesman for Sargent & Co., New York. Mr. Thompson is a member of the Board of Directors of the Needham YMCA and the Board of Deacons of the Needham Congregational Church. He is a past president of the men's Alumni Club of Boston.

Mr. Trask, West Boylston, Mass., is Director of Placement and Techniquest at Worcester Polytechnic Institute. Before joining the staff of W. P. I. in 1958, he was associated with the *Addison County Independent* in Middlebury for three years. During the 1954–55 Middlebury College academic year he was assistant to the Dean of Men. In the period 1957–62 he was class secretary, and from 1962–64 served as president of the Worcester Alumni Club.

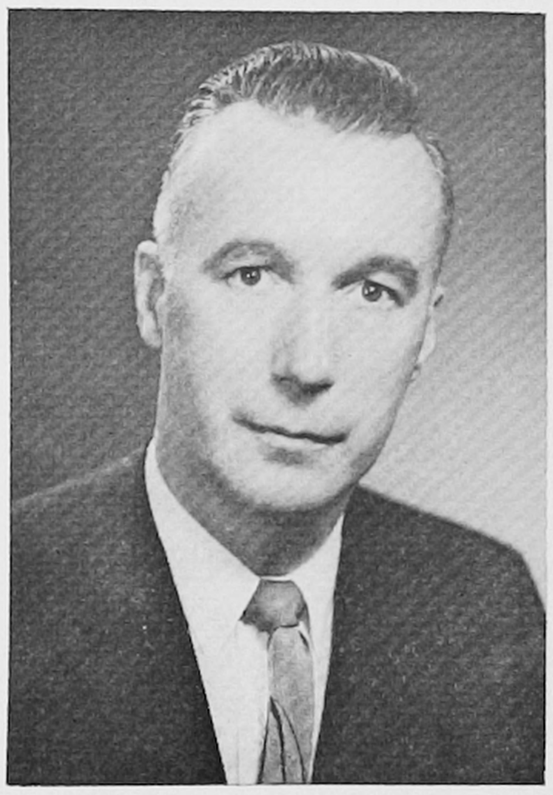
Mr. Bates, Simsbury, Conn., is general sales manager of The Stanley Works, New Britain, Conn. He joined this company in 1954 and during the past twenty-one years has held a number of responsible positions with this company, including the posts of Regional Manager and Manager of Hardware Sales. Mr. Bates is active in professional and community affairs.

Mr. Pickard, East Greenwich, R. I., is a lawyer and a member of the law firm of Hinckley, Allen, Salisbury and Parsons. In 1963 he was appointed to the Rhode Island State Board of Education. Mr. Pickard received his LL. B. from Yale in 1946 and was admitted to the Connecticut bar the same year. In 1946 he served as vice chairman of the Regional Advisory Committee of the United Fund., Inc. He is Rhode Island Chairman of the Middlebury College Challenge Fund.



Northern New England District nominees for president

RICHARD H. CASWELL, '48 JOHN B. CALDWELL, '44



Candidates for president of Massachusetts District

DAVID E. THOMPSON, '49 WILLIAM F. TRASK, '52

Nominees for president of Connecticut–Rhode Island District

JOHN F. BATES, '42 ROBERT F. PICKARD, '40

1966 Nominees For Middlebury Alumni Offices

CHESTER H. CLEMENS, '33, has been nominated for alumni term membership (five years) on the Middlebury College Board of Trustees by the National Nominating Committee headed by George E. Yeomans, '33.

To be National President, the committee has nominated G. Randolph Erskine, '34, and Philip A. Wisell, '42.

Alumni will also vote on proposed nominees for presidents of the following districts: Northern New England (Maine, New Hampshire and Vermont), *John B. Cadwell, '44*, and *Richard H. Caswell, '48;* Massachusetts, *David E. Thompson, '49*, and *William F. Trask, '52;* Connecticut and Rhode Island, *John F. Bates, '42*, and *Robert F. Pickard, '40.*

The 1966 spring election will be held by mail and ballots should reach readers of THE NEWS LETTER about the time this issue arrives at the home of each alumnus. All ballots must be signed and returned to the Alumni Secretary at the College by June 5, 1966.

CHESTER H. CLEMENS, '33
Nominated for alumni trustee

Mr. Clemens is vice president and a member of the executive committee of the investment firm of Loomis-Sayles and Co., Boston. Prior to joining Loomis-Sayles he was associated with Keystone Custodian Funds, Inc., Boston, and served as vice president of Douglas T. Johnston & Co., New York. Mr. Clemens resides in Hingham, Mass., and has been active in the alumni affairs of the College for many years. He is chairman of the Greater Boston Division of the Challenge Fund and served as class secretary and class fund chairman. In 1940–41 he was district president, Washington, D. C., and president of the Boston Alumni Club, 1963–64.

Nominees for national president
G. RANDOLPH ERSKINE, '34 PHILIP A. WISELL, '42

Mr. Erskine is engaged in the general practice of law in his home town of Wallingford, Conn. He received his LL. B. from Yale Law School in 1937 and was admitted to the Connecticut Bar the same year. From 1942 to 1945 he was a staff member of the O. P. A. State Office in Hartford, and from 1951 to 1955 served as prosecutor in Wallingford. Mr. Erskine is a past president of the Child Guidance Clinic for Central Connecticut, and the Council of Community services for the same area. He has served three terms as chairman of the criminal law section of the Connecticut Bar Assoc. His alumni activities include: class secretary, 1934, 1958–64; president, Conn. – R. I. district, 1962 –; chairman of the Alumni Council committee to review and report in June, 1966 on the Alumni Council "image," constitution and future activities.

Mr. Wisell is advertising manager and a member of the Board of Directors of the *Addison County Independent*, Middlebury, Vt. He also owns and operates the Phillip Wisell Insurance Co., Middlebury. After serving four years in the U. S. Navy Air Corps in World War II, he was field representative for Sager-Spuck Supply Co., Albany, N. Y. He left this company in 1952 to enter the insurance business in Middlebury. Mr. Wisell is a former village clerk and trustee of the Village of Middlebury. He served as alumni representative (Alumni Council) to the College's Athletic Council (1960–62) and has been president of the Northern New England Alumni District since 1963.

Mr. Cadwell, Pittsford, Vt., has been a representative

foot of his cast, and half-walked, half-skied around the golf course.

Last spring Sheehan broke his hip while skiing "at about three miles an hour," and was in the hospital over a month. "The doctors told him he'd have to be very careful for a while," says Nelson, "but two weeks after he left the hospital he was playing golf, and he was back on skis in November."

In this day of specialists Bobo is an unusual sort. Although he has enjoyed wonderful success with Middlebury skiing, he does not concentrate on that sport. He coaches either baseball or golf in the spring, and for years he was Nelson's backfield coach in football. Now he handles the freshman football team.

The combination of Nelson, one of the more loquacious men in Vermont, and Sheehan, one of the quietest of college coaches, is formidable. For years they used the single-wing offense at Middlebury with great effect. About five years ago Nelson bowed to progress (and a lack of single-wing centers and tailbacks) and switched to the T-formation.

"Bobo was mad as hell," says Nelson. "Couple of years ago I walked over to his freshman practice, and there he was, running the single wing again. 'Got no T quarterbacks,' he explained. Well, I looked at those kids out there blocking and tackling and I just walked off and let 'em go. They had a good season, too."

Sheehan doesn't baby his skiers, good as they may be.

"He calls one meeting in the fall and gives a speech," says Clough. "He tells the boys it's up to them to do the work, that if they want to succeed they've got to pay the price themselves. Then he goes back to football, and the skiers run their own workouts all fall."

Back in 1952 Bobo had a fine skier named Fuzzy Goodwin, who was headed for the U.S. Olympic team. One day Goodwin reported for football as a punter. Coach Nelson was aghast. He didn't want Sheehan's Olympic star to get hurt in football. But Bobo insisted that Goodwin suit up. "If he does get hurt," Bobo explained, "he's got two months to recover before the Olympic Games." Goodwin ended up not only as the Middlebury punter but as the starting safetyman in the big game with Vermont. And he didn't get hurt until he sprained an ankle skiing.

World War II brought a stepped-up academic program at Middlebury, and Bobo moved through in three years and into the Navy Air Corps. Immediately upon his return to Middlebury in '45 he began the busy schedule he's maintained ever since.

"There were two of us in the whole athletic department, Coach Arthur Brown and myself," he says. "In the summer I worked as a carpenter's helper. Busy? Sure, I've always liked to keep busy, because maybe I can learn something every day. You can't do that sitting at home."

A few years ago Bobo and his wife bought a house one mile from the Middlebury campus. It was 120 years old, had no water or electricity, and not one room that was liveable. Sheehan put it in order and has been "puttering around it ever since." He built a four-room addition in 1958, added a swimming pool in 1962, and is putting a new room in the attic next summer.

What is Bobo's philosophy on his coaching success at Middlebury?

"Well, I leave a lot of it up to the boys' own initiative," he says. "We get a lot of mileage out of them for two reasons. First, I've generally had one or two of the very best collegiate skiers in the East, boys who will sacrifice and train like hell to do their best. Secondly, the other kids on the squad watch the top one or two and figure they should do this, also. And they always have the incentive of trying to beat Dartmouth," he explains.

John Clough analyzes the Sheehan method this way: "Bobo appeals to the boys' pride. He tells them what a great honor it is to belong to the Middlebury ski team. He does not do a lot of technical coaching. In fact, Bobo is so casual about this phase of coaching that some people are fooled into thinking he's not interested in skiing. But Bobo concentrates more on the boys' mental attitude.

"Y'know, today most freshmen come to school waiting for someone to take them by the hand and show them what to do. I was that way myself. But Bobo taught me otherwise. He doesn't rehearse you on every bump or rock on a racing trail. He slaps you on the butt and says, 'Go like hell!' After a while you realize that when you get up there at the start of a big race you're not scared anymore. You've learned from Bobo and you're self-reliant. You've learned to depend upon your own judgment."

Sheehan still is a very intense man. Two years ago he made a mistake on the wax for the cross-country race in the Eastern championships. It was not entirely his fault. He was given bad information by two boys helping him in the pre-race tests. But the mistake cost Middlebury the Eastern title, and Sheehan brooded over it. Almost six months later he got up at the team banquet and apologized to his squad for the mistake.

Ernie Roberts wrote this article about Bobo Sheehan for *Sunrise*, a new magazine published for the purpose of "Illuminating New England Sports."

ALUMNI PROFILE

Robert (Bobo) Sheehan, '44

By Ernie Roberts, Sports Editor, Boston Globe

Once he was just Robert Sheehan from Newport, Vermont. Then he went to Middlebury College and became "Bobo" Sheehan. And Middlebury became very good in college skiing because of Bobo, a quiet, intense coach who also teaches football in the fall, baseball in the spring, and sometimes works as a carpenter in the summer.

"The nickname?" Bobo laughs his abrupt, self-deprecating laugh. "Oh, I got that 25 years ago. I was the shortstop on the Middlebury baseball team, and since I was the only freshman I was the dog of the team. On a trip to St. Lawrence someone told a joke about a guy named Bobo, and you know who became Bobo."

Present-day Middlebury skiers find it hard to believe that their coach would be the butt of anyone's joke. "A lot of the incentive in skiing at Middlebury is to please Bobo," says his 1964 N.C.A.A. champion, John Clough. "His character is such that the team really wants to please him."

Most of them have. Since Bobo Sheehan returned to coach at his alma mater in 1945, the skiing progress has been remarkable. His Panthers have won eleven Eastern championships, two national titles at Sun Valley and Aspen, and a runner-up position in the 1961 N.C.A.A. competition.

"Until Bobo arrived, Dartmouth was kingpin of Eastern skiing," says Middlebury Athletic Director Duke Nelson. "Now it's a two-horse race. After the war, he got some GI's back there who had been ski troopers. Then Ray Milland, the movie actor, put up a college trophy out at Sun Valley, and Bobo took his gang out there in 1949 and won it. They won it again in 1950 at Aspen, and we were on our way."

Sheehan's coaching career, which has spawned seven Olympic skiers from small Middlebury (enrollment: 1,352), actually started with the girls' ski team in 1945.

"He really had a hard job with us," says Polly Hedder Rand, who was on Bobo's first team with 1948 Olympian Becky Fraser. "Today the competitive skiers arrive at college with years of experience. In those days we had very little of this and Bobo had to polish us. He was just out of the Navy and very quiet. But when he did say something, it was sound, and he helped us a lot."

In those days the Middlebury Snow Bowl did not exist. There was one trail on Worth Mountain. It started at the top and ran in narrow fashion all the way to the bottom. Sheehan, who was something of a madman while racing, held the record on it.

"One Christmas vacation," Polly Rand recalls, "some of us stayed up at school to ski. We climbed to the top of the Worth trail for lunch, and we had a couple of bottles of wine, too. As we started to ski down, Bobo took the last bottle of wine and put it in his shirt. There was much protesting that he'd smash the bottle with his reckless skiing, but he pushed off ahead of the rest of us.

"Well, at the bottom of this trail there was a very steep vertical drop, making an almost blind approach to a narrow bridge over a brook. We girls were always afraid that someone would come hurtling over that drop, miss the bridge, and land in the brook.

"That day when I got to the top of the drop I looked down and saw Bobo in the brook. 'My God,' I thought, 'he's killed himself . . . and spilled the wine.' But actually he was unhurt and laughing and just sloshing his skis in the water. He'd been so far ahead of us that he'd finished the wine, thrown away the bottle, and missed the bridge to scare us."

Bobo still is somewhat reckless and rugged in his sports. Five years ago, while playing badminton with Middlebury's hockey ace Phil Latreille, he pulled an achilles tendon. A cast was applied, but the golf season was coming on and Bobo was desperate for action. He cut an old ski in half, fastened the front end to the

for the vacation-time religious schools for youth of her faith. Mrs. Lord is currently teaching the sophomore year of the High School of Religion which she founded.

1919

Class Secretaries: **Dr. H. Dwight Carle,** 25 Lynwood Ave., Keene, N. H. **Hazel Grover,** 13 Cottage St., Rutland, Vt. *Alumni Fund Chairman:* **Dr. H. Dwight Carle.**

Ruth Cann is a research assistant with Hume-Smith-Mickelberry, Inc., in Miami, Fla., and is living at 2451 Brickell Ave., Apt. 10-K, Miami.

1921

Class Secretaries: **Sam P. Davis,** Phoenix Mutual Life Ins. Co., 20 E. 46th St., New York, N. Y. **Ruth Ashworth Wright,** R. F. D. 2, Middlebury. *Alumni Fund Chairmen:* **Linwood B. Law,** 529 Norwood Ave., Buffalo, N. Y. **Gertrude M. Bryant,** 6 Quincy St., Worcester, Mass.

Sam Davis, manager of the New York Lincoln Agency of the Phoenix Mutual Life Insurance Company, was guest of honor at a luncheon in January observing his retirement as agency manager after 37 years of service with the company. Mr. Davis will remain with the agency as consulting and brokerage manager.

1922

Class Secretaries: **Leighton T. Wade,** 416 Madison Ave., Olean, N. Y. **Julia Sullivan,** 737 Cooke St., Waterbury, Conn. *Alumni Fund Chairmen:* **I. Murray Adams,** 8 Essex St., Swampscott, Mass. **Madeline MacDonald Clark,** 151 Philips Ave., Swampscott, Mass.

Robert Whitney has been elected Chairman of the Board of the City Trust Co., Bridgeport, Conn., and not Norwalk, Conn., as reported in the Winter Issue of *The News Letter*. His bank operates twelve offices in a number of communities with the main office in Bridgeport.

1928

Class Secretaries: **N. J. Blanchette,** 565 Hastings Terr., Hastings-on-Hudson, N. Y. **Miriam Sweet Coombs,** 2-A Highland St., West Concord, Mass. *Alumni Fund Chairmen:* **N. J. Blanchette. Gertrude Parsons Crehan,** 41 Cumberland St., Hartford, Conn.

The **Rev. Roger P. Cleveland** of Grace Federated Church, East Boston, Mass., was awarded a Special Commendation by the Northeastern Conference of Christians and Jews, for his work in the community. He has long been known for community work to bring about better understanding for the advancement of individuals and groups.

1929

Class Secretaries: **Thad R. Jackson,** 9 Park St., Hopedale, Mass. **Lara Wheaton Prescott,** Dudley Hill, Dudley, Mass. *Alumni Fund Chairmen:* **J. Malcolm Williams,** 3 Main St., Poultney, Vt. **Dorothy Pollard Ballou,** 27 Weybridge St., Middlebury.

Thad Jackson was named a director of the Milford (Mass.) National Bank and Trust Company in January.

1931

Class Secretaries: **E. Parker Calvert,** 4 Windermere Rd., Auburndale, Mass. **Mary Henseler Cassidy,** 208 74th St., North Bergen, N. J. *Alumni Fund Chairmen:* **Samuel Abbott,** 143 Highland St., Plymouth, N. H. **Ellen Kellogg Norton,** 27 So. Water St., Vergennes, Vt.

Kenneth Parker is now Director of Publications and Associate Director of College Relations at Trinity College. Mr. Parker is District Director of the American Alumni Council and a member of the National Board of Directors.

1932

Class Secretaries: **Charles E. Thrasher,** 119 Hillhurst La., Rochester, N. Y. **Belle Ingalls Leighton,** 79 Hastings St., Portland, Me. *Alumni Fund Chairmen:* **William E. Dorn,** 292 Shore Rd., Burlington, Vt. **Eleanor Benjamin Clemens,** 36 Mill Lane, Hingham, Mass.

Miss Mary E. Lente was designated by Captain Roger Donlon, winner of the first Congressional Medal of Honor for heroism in Viet Nam, as the teacher whose influence contributed to his accomplishments. Both shared honors as the 1966 winmers of Golden Key awards bestowed by six national education groups. Miss Lente and Captain Donlon received companion Golden Keys, and Miss Lente an additional $1,000, presented at a session of the national convention of the American Association of School Administrators in Atlantic City. The awards are made annually to a person who has contributed significantly to the national welfare and to a teacher to whom particular inspiration is attributed. Miss Lente, the youngest teacher ever named for the Golden Key Award, is co-ordinator of the Language Dept. at Saugerties (N. Y.) High School where she has taught since 1944. She graduated from Middlebury College in 1932.

George Emery, assistant superintendent of Colonial National Historical Park in Virginia, has been promoted to superintendent of Gettysburg National Military Park in Pennsylvania. Mr. Emery has been with the National Park Service since 1933; his address: P. O. Box 247, Gettysburg.

Borrowing Millions Just Routine for Alumnus

Marshall H. Montgomery, '31, vice president of Aubrey G. Lanston and Company, Inc., of New York City, dealers in U. S. Treasury securities was the subject of a feature article in an issue of *American Banker*, the bible of the securities industry.

Mr. Montgomery is a pioneer in the development of repurchase agreements and other money market instruments for the employment of large sums of short-term money by corporations, banks, insurance companies and other financial organizations.

As vice-president at Aubrey G. Lanston, Mr. Montgomery borrows several hundred million dollars daily in the course of his work. On one day noted by Mr. Montgomery, the firm raised $250 million and made 40 repurchase agreements averaging $5 million. These ranged in amount from $20 million to $1 million.

Prior to the start of his service with Aubrey G. Lanston in 1951, Mr. Montgomery was a trader in U. S. government securities with the New York Hanseatic Corporation and was vice president, secretary and director of D. W. Rich and Company, Inc. New York, dealers in U. S. government securities.

He is the Connecticut Regional Chairman for the Metropolitan Division of the Middlebury College Challenge Fund.

In his hometown of New Canaan, Conn., he is on the Board of Governors and was president and Chairman of the Board of the New Canaan Historical Society. He also was a member of the 1957–58 Charter Revision Commission and is a member of the Board of Trustees of the New Canaan Nature Center.

During World War II, Mr. Montgomery served as a private in the U. S. Army and participated in campaigns in Italy. He was awarded the Combat Infantry Badge, the Distinguished unit Medal for the Battle of Mount Altuzza and two Bronze Service Stars. He also is the author of *The War Letters of Pvt. Marshall H. Montgomery*.

Following the Lives of Middlebury Men and Women

ALUMNI of Middlebury College represented the President of the College at the following inauguration and convocation: Dr. Alice L. Bull, '46, Convocation commemorating the seventy-fifth anniversary of Randolph-Macon Woman's College; and Evelyn Parent Hagel (Mrs. John), '41, inauguration of Dr. Raymond Hoxeng as President of Inter American University of Puerto Rico.

With the Middlebury College Alumnae Clubs

By JANET E. DEAKINS, '53
Alumnae Secretary

THE Gertrude Cornish Milliken Scholarship Fund, established in the Fall of 1964 as the national Alumnae Association's contribution to the Middlebury Challenge, now totals nearly $6,000. Progress towards the final goal of $10,000 has been made possible through special programs sponsored by the alumnae clubs, through the Association's continuing sales of maple syrup, and through individual gifts. Well over half of the present total has come through gifts from the alumnae clubs, and further gifts are expected as they complete their 1965–66 projects. Sales of maple syrup have provided over $1,600 for the Milliken Fund since the project's inception. An ad hoc committee appointed by Mary Williams Brackett, '36, national Alumnae Association president, is expected to present its recommendations for the awarding of the Milliken Scholarship at the Alumnae Council meeting in June.

Twenty-three Middlebury alumnae and their guests attended the annual University Women's Forum in New York City on February 26. The Forum is sponsored by the Manhattan Middlebury Alumnae Club in cooperation with metropolitan alumnae clubs of sixty-four colleges and universities and the American Association of University Women. Members of the Manhattan Middlebury Alumnae Club met after the Forum with the Alumnae Secretary for the drawing of a winning raffle ticket for a painting by Arthur K. D. Healy. The painting was won by Roberta Thompson Schroder, '61. Proceeds from the raffle are to benefit the Gertrude Cornish Milliken Scholarship Fund.

The Cleveland Middlebury Alumnae Club presented $300 to the Milliken Scholarship Fund. The sale of decorative candles, Vermont cheese and imported Finnish woollens were the special projects sponsored by the club to benefit the Scholarship.

The Long Island Middlebury Alumnae Association presented $50 to the Dean of Women's Discretionary Fund. Members are planning to hold a picnic supper at the home of Mrs. Bernard Bartholomaus, '48, 5 Budd Court, Bethpage, on May 25. The supper will be followed by an election of officers for 1966–67.

On May 11, the Rochester Middlebury Alumnae Association will meet for a Pot Luck supper at the home of Mrs. Charles Thrasher, 119 Hillhurst Lane, Rochester. Election of 1966–67 officers will take place at this meeting. The Alumnae Secretary will be the guest speaker.

Alumnae in the Albany-Troy-Schenectady area hope to establish a new club there in the near future. Further information may be obtained from Mrs. E. Barton Dulac, 1447 Dean Street, Schenectady.

Planning the spring promotion sale of Vermont maple syrup to benefit the Gertrude Cornish Milliken Scholarship Fund are, left to right: Lois Tyson Vetare, '52; Dorothy Gill Bramley, '53; Dorothy Laux O'Brien, '45, co-chairman of the sale and Delegate-at-Large of the National Middlebury Alumnae Association; Jane Collins Garcia, '60, President of the Westchester County Middlebury Alumnae Club; and Ann Hisey Luke, '50.

Photo: Courtesy Westchester Rockland Newspaper Group

The **Middlebury Alumnae Association** will continue its sale of maple syrup this Spring to benefit the **Gertrude Cornish Milliken Scholarship Fund.** Prices and instructions for ordering your Spring supply appear below:

To order syrup:

	Gal.	½ Gal.	Qt.
Third zone . .	$8.10	$4.95	$2.90
East of Miss. .	9.00	5.50	3.25
Other USA. .	9.80	5.95	3.50
Outside USA*.	6.95	4.20	2.35

* mailing charges will be billed separately

Return your check or money order to the Middlebury College Alumnae Office, Middlebury, Vermont—05753. Make checks payable to **Broinla Farm, Inc.** Allow 3 weeks for delivery. (Prices include insured mailing cost to the purchaser. Third zone includes Boston, New York City and northern New Jersey Area.)

1901

Alumni Fund Chairman: **Caroline Burditt Parker,** R. D. 1, Middlebury, Vt.

Leicester Benton is a retired engineer and is living at 118 Golden St., Norwich, Conn.

1918

Class Secretaries: **Dr. Charles J. Lyon,** 4 So. Balch St., Hanover, N. H. **Ruth A. Hesselgrave,** 123 So. Main St., Middlebury. *Alumni Fund Chairmen:* **Dr. Carl Moulton,** 4011 Belle Ave., Baltimore, Md. **Ruth A. Hesselgrave.**

Hazel Doody Lord (Mrs. Edgar) of Claremont, N. H., was awarded the "Pro Ecclesia and Pontifica" medal by Pope Paul for her religious education work for students in public schools. Her High School of Religion was a pioneer effort in this field. She has been active in instructing teachers

Franklin St., Apt. 8 in Santa Monica. The family of **Frank** and **Mary Cole Williamson** now includes three children, Sarah Whitney, born in June, 1962, Susan Burnham, born in Nov., 1963 and Andrew Cole, born in May, 1965. **Ann Myers Hughes** (Mrs. James) is a writer for the Open Court Publishing Company. She has recently completed a set of first-grade readers published by the company and is also directing a research study written up in the March issue of *Instructor*. Mrs. Hughes lives at 318 Park Ave., Swarthmore, Pa. **Robert Jones** is assistant treasurer of the Claremont (N. H.) Savings Bank.

1949

Class Secretaries: **James E. Sullivan, Jane Miller Sullivan,** 95 Governor Dr., Scotia, N. Y. *Alumni Fund Chairmen:* **Henry W. Caswell, Jr.,** 11 Brewer Pkwy., South Burlington, Vt. **Margaret Drysdale Price,** 66 Frankland Rd., Rochester, N. Y.

Walter Wilde was appointed manager of the Group Statistical Records Department of the State Mutual Life Assurance Company of America in February.

1950

Class Secretaries: **Robert J. Wilson,** 39 Oakwood Dr., East Greenwich, R. I. **Frances Bostelmann Elwell,** 11 Tyler St., Brattleboro, Vt. *Alumni Fund Chairmen:* **Robert Cleary,** 27 Booth Hill Rd., North Scituate, Mass. **Marilyn Marvin Hubbard,** 102 Lewis Ave., Walpole, Mass.

Richard Gardner is traveling abroad for six months and in September will become a lecturer in the School of Library Science, Western Reserve University, Cleveland, O.

1951

Class Secretaries: **William A. R. Deming, Phyllis Cole Deming,** Marsett Rd., Shelburne, Vt. *Alumni Fund Chairmen:* **John Gilmore, Helen Reid Gilmore,** 128 Bungalow Ave., Greenfield, Mass.

Curtis Norris, science writer-editor at the University of Vermont for the past year, assumed the editorship of the *Wareham Courier* in Wareham, Mass., in February.

1952

Class Secretaries: **Harold E. McGee,** 4 Birch Lane, Topsfield, Mass. **Caryl Entwistle Huffaker,** Hickory Hill, R. D., Chadd's Ford, Pa. *Alumni Fund Chairmen:* **Kenneth A. Nourse,** 66 Donald Ave., Holden, Mass. **Jeanne Parker Cahill,** 7 Millbrook Rd., Beverly, Mass.

Marriage

Lloyd M. Humphrey to Miss **Nancy McAllaster,** Feb. 12; address: 3655 Broderick St., Apt. 201, San Francisco, Calif.

Dr. Charles Ratte, professor at Windham College, is a visiting lecturer in Introductory Geology at the University of Vermont. **Richard Thayer** led the John W. Cronin Agency of Philadelphia in volume of life insurance sales for 1965. **Nancy McAllaster Humphrey** (Mrs. Lloyd M.) is a medical research technician in the Mt. Zion Hospital in San Francisco. **Audrey Frank Vorperian** and her husband, Zaven, have adopted two sons, Bruce Alan, born Aug. 29, 1963 and Todd Douglas, born Mar. 3, 1965. The Vorperians direct Camp Nellie Huckins, one of the largest girls' camps in New Hampshire, located in Center Ossipee, N. H.

1953

Class Secretaries: **Robert W. Parker,** 135 So. Main St., Middlebury. **Ann McGinley Ross,** R. F. D. 2, Middlebury. *Alumni Fund Chairmen:* **Dr. Edward B. Perrin,** 4837 48th Ave., N. E., Seattle, Wash. **Phyllis Laidlaw Herring,** 536 W. Wayne Ave., Wayne, Pa.

Birth

A daughter, Elizabeth Jeanne, to the **Rev. and Mrs. W. Ransom Rice, Jr.,** Nov. 11.

The **Rev. W. Ransom Rice, Jr.** was appointed a missionary to Korea in January by the United Presbyterian Board of Ecumenical Relations. He and his family will live in the missionary compound in Seoul, Korea, and after two years Mr. Rice will be assigned to his permanent task of rural evangelism in the agricultural communities of South Korea. **John Griese** has joined the Bolte Advertising Company as a member of the board of directors and assistant to the chairman. In addition, Mr. Griese will assume the position of vice president and general manager of Bolte Advertising-Suburban New York, Inc., one of the outdoor advertising firms comprising the Bolte complex.

1954

Class Secretaries: **James H. Hunt,** 5 Pinewood Rd., Montpelier, Vt. **Nancy Whittemore Nickerson,** 52 Farmingdale Rd., Wethersfield, Conn. *Alumni Fund Chairmen:* **Richard L. Bourbeau,** 94 Linden Dr., Fair Haven, N. J. **Nancy Stevens Fuller,** 2 Molly Stark Dr., Morristown, N. J.

Marriage

Thomas C. Ryan to Miss Emily Dethloff, Jan. 29.

Richard McCoy has been transferred back to the home office of Eastman Kodak Company as marketing associate in the Department Store Trade Relations; his address: 15 Glendower Circle, Pittsford, N. Y.

1955

Class Secretaries: **Robert M. Gallagher, Joanne Kittell Gallagher,** R. D. 1, Box 77, Melrose, N. Y. *Alumni Fund Chairman:* **Bruce K. Byers,** 441 E. Glen Ave., Ridgewood, N. J.

Outstanding Young Men

Charles A. Craig, '55, Peter R. Decker, '57, and Peter B. Marshall, '53, have been selected for inclusion in the 1966 edition of *Outstanding Young Men of America.* Mr. Craig is Second Vice President of the Chase Manhattan Bank, New York, Mr. Decker is Assistant to the President of Middlebury College, and Mr. Marshall is Assistant Director of Personnel of the Norton Company, Worcester, Mass.

Marriage

Nicholas Forell to Miss **Carol E. Clark,** Nov. 19; address: 371 Filbert St., San Francisco, Calif.

Birth

A son, Robert Lewis, to Mr. and Mrs. Harold Williams **(Elizabeth Oatman),** Oct. 27.

Bruce Byers opened his own office for the practice of law at 201 E. Ridgewood Ave., Ridgewood, N. J., on Feb. 1. **George Limbach** has been made a partner in the firm of Townsend and Townsend; his address: 840 Madonna Way, Los Altos, Calif. **Gordon Brown** has been named "Man of the Year" by the Marblehead (Mass.) Jaycees. **John von Hartz** is a writer for *Time-Life* Books; his address: 324 E. 4th St., New York, N. Y.

1956

Class Secretary: **Charlotte Duryea,** E. Beach Rd., R. F. D. 1, Bradford, R. I. *Alumni Fund Chairmen:* **Cyrus P. Anfindsen,** 39 Dabney Rd., New Canaan, Conn. **Marilyn Fish Dunham,** 76 Washburn Ave., Wellesley Hills, Mass.

The Class of 1956 cordially invites members of classes close to 1956 to join in Tenth Reunion festivities this June. Banquet reservations and requests for accommodations near the class should be sent to: Mr. Guy Cote, 109 Ann Marie Dr., Bellingham, Mass., or Miss Charlotte Duryea, E. Beach Rd., R. F. D. 1, Bradford, R. I.

Births

A daughter, Sara Wells, to **Mr. and Mrs. Ronald Potier (Kathleen Platt, '57),** Feb. 27; address: 17 Saxon Rd., Worcester, Mass. A son, William T. Meyer, III, to **Mr. and Mrs. William W. Meyer,** July 12; address: 832 Palmer Rd., Bronxville, N. Y.

1957

Class Secretaries: **Charles C. Palmer, Patricia Judah Palmer,** 157 Day St., Auburndale, Mass. *Alumni*

1937

Class Secretaries: **Robert W. Leonard, Katherine Stackel Leonard,** 3 Broughton Ave., Poultney, Vt. *Alumni Fund Chairmen:* **John F. Darrow,** P. O. Box 3060, Grand Central Station, New York, N. Y. **Doris Heald Kendall,** 40 Meadow Ct., Fairfield, Conn.

William Craig, headmaster of the John Burroughs School, St. Louis, Mo., is one of six members appointed to the Board of Foreign Scholarships, according to a recent announcement by President Johnson. This board supervises the educational exchange programs administered by the Department of State under the Fulbright-Hays Act and certain exchange functions administered by the U. S. Office of Education established by the same legislation. The Board has responsibility for the selection annually of more than 5,000 students, teachers, research scholars and university lecturers, both in this country and abroad. Dr. Craig is Middlebury College Fund chairman for St. Louis.

Robert Morgan is an electronic engineer with the Air Force western test range at Vandenberg Air Force Base in California; his address: 312 Princeton Pl., Lompoc, Calif.

1939

Class Secretaries: **Raymond J. Skinner, Ruth Coleman Skinner,** 166 Bouton St., W., Springdale, Conn. *Alumni Fund Chairmen:* **Robert V. Cushman,** 219 Brunswick Rd., Louisville, Ky. **Louise Roberts Avery,** Norwich Inn, Norwich, Vt.

Eleanor Caldwell, senior palentologist for Humble Oil & Refining Co., has been named Woman of the Year of Hub City Charter of the American Business Women's Association. The announcement was made at a meeting of the chapter in Hattiesburg, Miss., where Miss Caldwell resides. Before taking her present position, she was with Shell Oil Co. in Dallas, Texas, and Tallahassee, Fla. She has been with Humble since 1947 and has been in Hattiesburg since 1956.

Helen Cole is a clinical social worker in the Glenn Dale Hospital for Tuberculosis and Chronically Ill in Washington, D. C. **Robert Jewett** is librarian at the Gayhead Elementary School in Hopewell Junction, N. Y.; his address: Box 345, Main St., Fishkill, N. Y.

1941

Class Secretaries: **Thomas H. Bennett,** 102 Highgate Pl., Ithaca, N. Y. **Elizabeth Wolfington Hubbard,** 18 Utica St., Clinton, N. Y. *Alumni Fund Chairmen:* **John Talbott,** 446 Roxbury Rd., Stamford, Conn. **Helen Rothery Higbee,** 317 East St., Hingham, Mass.

William Bursaw, president and treasurer of Bursaw Oil Co., Wenham, Mass., has been named to the board of directors of the Essex County Bank.

1942

Class Secretaries: **Richard A. Files, Clarice Dionne Files,** R. D. 2, Norwell, Mass. *Alumni Fund Chairmen:* **Philip W. Robinson,** 241 Buckingham Ave., Syracuse, N. Y. **Nancy Rindfusz Bates,** 4 Brook Dr., Simsbury, Conn.

Marriage

Ernest Frawley to Miss **Elizabeth von Thurn, '43,** Nov. 19; address: 80 Monatiquot Ave., Braintree, Mass.

Birth

A son, Christopher Church, to **Dr. and Mrs. Kenneth E. Cosgrove,** Dec. 29.

Fred Bates has been appointed general sales manager of the Oxford Paper Co.

1943

Class Secretaries: **M. Scott Eakeley,** 648 Arlington Ave., Westfield, N. J. **Margaret Dounce Dale,** 168 Maple Rd., Longmeadow, Mass. *Alumni Fund Chairmen:* **M. Scott Eakeley, Lenore Wolff Eakeley.**

Marriage

James K. Mulligan to Miss **Frances E. Majoros,** Sept. 25; address: 250 Garth Rd., Apt. 7-F3, Scarsdale, N. Y.

1944

Class Secretaries: **John B. Cadwell,** Pittsford, Vt. **M. Jane Landes,** 1 Rockland Ave., Nanuet, N. Y., *Class Fund Chairmen:* **Dr. Michael Kolligian, Jr.,** 360 Winthrop St., Medford, Mass. **Mabel H. Buttolph,** 20 Peterson Terr., South Burlington, Vt.

Birth

A fourth child, Kathleen Mary, to **Mr. and Mrs. David S. Cassedy (Mary Whitney),** Oct. 27.

Charles F. Baird became Assistant Secretary of the Navy (Financial Management) on March 9; he was nominated by President Johnson last fall. He was Assistant Treasurer of Standard Oil Company (New Jersey) when he was appointed to his present position. Mr. Baird was formerly a member of the Executive Committee of Esso in Paris, France, and Standard Oil's representative in London. He served in the Korean conflict as a captain in the Marines.

Dr. Louis Menand of Bradford Junior College, was granted a six-month leave by the college in February to serve as a regional director for project, Upward Bound, in Washington. Under the program, high school students of limited opportunity but high potential will attend special sessions on college campuses during the summers following their second and third high school years. In his new position, Dr. Menand will screen college applications for conducting the summer program, visit campuses, and make recommendations for awarding grants. He will be an Executive Associate with the Institute for Services to Education, a private non-profit corporation administering the project for the Office of Economic Opportunity. **John Cadwell** has been honored as a member of the 1965 "Top 50 Club," an organization of the 50 outstanding producers of Provident Mutual Life Insurance Co. **John Stetson** has been promoted to assistant vice president of the personnel division of the First National Bank of Boston.

1945

Class Secretaries: **Ray Walch,** 7 Half Mile Common, Westport, Conn. **Marilyn Knust Calder,** 134 Boxfield Rd., Pittsburgh, Pa. *Alumni Fund Chairmen:* **Alan Wolfley,** 5082 Forest Rd., Lewiston, N. Y. **Paula Knight Jeffries,** 3104 Q St., N. W., Washington, D. C.

John Lorini, vice president of Booz Allen and Hamilton, is now with the San Francisco office; his address: 20 Lane Pl., Atherton, Calif.

1946

Class Secretaries: **William R. Niederauer,** 19 West Lane, Bayshore, N. Y. **Frances Tenney Coombs,** 124 Summer St., Andover, Mass. *Alumni Fund Chairmen:* **Charles L. Cutting, Jr.,** Box 402, Danielson, Conn. **Alice L. Bull,** Lakeview Apts. B-5, Carefree Lane, Roanoke, Va.

Birth

A third son, John Morgan, to Mr. and Mrs. Wesley A. Wright (**Julia Honeywell**), Dec. 30.

1947

Class Secretaries: **Ray Sacher,** 24 Lyme Pl., Roosevelt, N. Y. **Marilyn R. Bruhn,** 150 E. 93rd St., Apt. 9-A, New York, N. Y. *Alumni Fund Chairman:* **Carolyn Leach DeWitt,** 40 E. 89th St., New York, N. Y.

Philip Briggs is an associate actuary with the Metropolitan Life Insurance Company in Ottawa, Canada; he and his wife, **Jean Sloan, '49,** are living at 389 Roger Rd. in Ottawa. **Evan Miller** has been promoted by the National Life Insurance Co. from superintendent of agencies to assistant to the senior vice president in the agency department. **Marilyn Bruhn** has been appointed secretary to President James M. Hester of New York University. She had previously worked at Associated Universities, Inc., sponsors of Brookhaven National Laboratory.

1948

Class Secretaries: **Donald B. McGuire, Nancy Weale McGuire,** 27 Larue Dr., Huntington, L. I., N. Y. *Alumni Fund Chairman:* **Janet Hubbard Metcalf,** 7 Slade Dr., Honolulu, Hawaii.

Virginia Carabillo is editor and writer for the Systems Development Corp. in Santa Monica, Calif., and is living at 1301

Bradshaw Mintener is a student at the University of Wisconsin School of Law; his address: 2236 Woodview Ct., Apt. 15, Madison, Wis. **Arthur Wilkes** is a salesman with the Xerox Corp. in San Francisco, Calif., and is living at 35 Rodeo, Apt. 2 in Sausalito. **William Butler** is regional manager in the Mid-Atlantic area with Hi-Fashion, Inc.; his address: 200 Oakridge Ave., Summit, N. J. **Patricia Joy Darmon** (Mrs. Alain) now has two children, Andre, 2½ years old, and Gregory, 1. **David Tucker** has a position in the analytical department of the John Hancock Insurance Co. **William Reger,** a student at Andover-Newton Theological School, is supply pastor of the Putney (Vt.) Federated Church until June 1 when he graduates. He will then assume the full-time duties of the pastorate.

1962

Class Secretaries: **Michael L. Black,** 590 W. 172nd St., Apt. 6-H, New York, N. Y. **Phyllis M. Cole,** 992 Runnymede St., E. Palo Alto, Calif. *Alumni Fund Chairmen:* **Victor Micati,** 100 Vail Rd., Apt. P-10, Parsippany, N. J. **Susan J. Ten Broeck,** 443 Red Fox Rd., Strafford, Pa.

Marriage

Donald Cornelius to Miss Elisabeth Tinney, in June, 1963; address: Box 493, College, Alaska.

Susan Earl is a secretary and research assistant to the vice president of foundation at the Solomon R. Guggenheim Museum in New York City; her address: 270 Riverside Dr., Apt. 4-A, New York. **Donald Cornelius** was given a medical discharge from the Navy in November, 1962; from that time until July 1964 he was an assistant research biologist with the Sterling Winthrop Research Institute in Rensselaer, N. Y. At the present time he is working for a teaching certificate at the University of Alaska and is planning to teach science and biology in Alaska. **Jeremy Dworkin** is working for C. Bruno and Sons, Inc. in New York City; the address for him and his wife, **Jeri Harris,** is 15 W. 72nd St., New York. **Lana Howes Guyer** (Mrs. Melvin) is a graduate student at the University of Michigan and a part-time interviewer at the Institute for Social Research; her address: 1430 Washington Heights, Ann Arbor, Mich. **Rodney Parsons** is a post doctoral fellow of the U. S. Public Health Service in the department of Physiology, College of Physicians and Surgeons at Columbia University; the address for him and his wife, **Judith Remington, '61** is 302 Northwood Way, Palisades Park, N. J. **Dr. Paul Markowitz** is a dental intern at the Medical Center, Jersey City, N. J.; his address: 389 17th Ave., Paterson, N. J. **Stephen Holtz** received an M. B. A. degree from Columbia University in Sept. and is now a marketing trainee for Lever Brothers; the address for him and his wife, **Jane Bowditch, '64,** is 36 McCarthy Rd., Park Forest, Ill. **Peter McLagan** is assistant treasurer of Empire International Corp. **Mary Beach** is teaching reading in the Stoughton (Mass.) Public Schools. **Irene Bristol** is teaching biology in Brookline (Mass.) Senior High School and living at 4 Cowperthwaite St., Cambridge, Mass. **Gilbert Owren** is now associated with the law firm of Hughes, Hartlaub and Thorn in Summit, N. J.

1963

Class Secretaries: **Francis B. Shepard,** 52 E. 81st St., New York, N. Y. **Michele Whitney,** 3513 S St., N. W., Washington, D. C. *Alumni Fund Chairmen:* **Richard P. Floyd,** 14½ Woodbridge St., Cambridge, Mass. **Barbara Donaker,** 715 Linden Ave., Oak Park, Ill.

Marriage

Thomas Kline to Miss **Linda Patton.**

2nd Lt. Peter Hart received an M. A. degree in Conservation from Colorado University in June and is now on active duty in the Army; his address: USAES Box 1327, Stu. Off. Det., Fort Belvoir, Va. **Manfred Nitsch** received a Diplomhandels lehrer degree (roughly equivalent to the M. A. in economics minoring in business administration and education) from the University of Munich (Germany), last July. He is now continuing work for a Ph. D. in economics at the University. **Carleton Hutchinson** is a full-time laboratory technician in the Dept. of Psychobiology at the University of California at Costa Mesa; his wife, **Diane Gilbert,** is teaching seventh, eighth and ninth grade French in Santa Anna, Calif. **Kenneth Vernon** received a Master's degree in Public Administration from the University of Connecticut and is now working on an M. B. A. there. He and his wife, **Karen Steckel, '64,** now have two children, Kirsten, 2½ years old, and Kimberly, 1½. **David Howell** received an M. S. degree from Tulane University last June and is now working towards a Ph. D. and teaching statistics laboratory. **Lawrence Ring** is a marketing and sales trainee with Sealtest Foods.

Miriam Comings Lobell (Mrs. John) is studying for a Bachelors of Architecture at the University of Pennsylvania while her husband is studying for a Master's degree in Architecture. **Jane Corcoran Micati** (Mrs. Victor) is a computer-programmer with Bell Telephone Laboratories in Whippany, N. J. **Lt. Preston Talcott** received the fifth Oak Leaf to the Air Medal in January while serving with the 197th Aviation Company in Viet Nam. The award is presented for outstanding achievement in aerial support of ground forces in combat. **James Woods** is a salesman with the Eastman Kodak Company; his address: 401 Grand Blvd., Huntington, W. Va. **James Cole** has become a member of the Francis X. Cole Real Estate-Insurance office in Cornwall Bridge, Conn. **David Arnold** has been awarded a National Science Foundation grant for graduate study in mathematics at Rutgers University. He will begin his studies this summer. **Judith Bogert** is a lay campus worker with the Division of College and University Work and a program associate, Lutheran Campus Ministry with the National Lutheran Council; her address: 530 So. 5th St., Mankato, Minn.

1964

Class Secretaries: **Lt. Jeffrey Sprigman, Jr.,** A Co., 4th Bn. (M), 54th Inf., Ft. Knox, Ky. **Jean Waller Smith,** Route 1, Box 142-A, Charlottesville, Va. *Alumni Fund Chairmen:* **Smith Mowry,** 520 E. Buffalo St., Ithaca, N. Y. **Alice Taliak,** 101 Seminary St., Berea, O.

Marriages

Robert Vinson to Miss **Cynthia Chase,** Dec. 26; address: 1605 E. Michigan Ave., Lansing, Mich. Francis P. Bailey to Miss **Merlin H. Miniclier,** in November; address: R. D. 1, Box 34, Guys Mills, Pa. **Dennis J. Meehan** to Miss Mary L. Anderson, Feb. 6. J. Richard Curry to Miss **E. Paige Rochester;** address: 22 Sheephill Rd., Riverside, Conn.

Pfc. Peter Lucas is a Civil Service employee, working for the U. S. Air Force in Viet Nam; his address: 2nd Air Div., Box 5435, A. P. O. San Francisco 96307. **Barbara Brown** is executive secretary at the Center for Research in Careers, Harvard University Graduate School of Education; her address: 25 Chauncy St., Cambridge, Mass. **Peter Wood** is an underwriter with the Liberty Mutual Insurance Co. in Lynbrook, N. J., and is living at 2524 Riverside Ave., Seaford, N. J. **Sven Herting** is working for a degree in history at the University of Copenhagen; his address: Studentergaarden Tagensveg 16, Copenhagen, N., Denmark. **John Wallach** is finishing work towards a Master's degree in Political Science at the New School of Social Research in New York City. **Rowand Clark** is presently stationed at Ft. Rucker, Ala. taking the Officer's Rotary Wing Aviator Course. He received his wings in March and expects to be sent to Viet Nam in May. **Mario Landa** is a second year student at Columbia Law School; his ad-

Fund Chairmen: **Wayne Reilly, Pamela Clark Reilly,** 405 Sulgrave Rd., Pittsburgh, Pa.

Marriage

Charles B. Cronin to Miss **Margaret A. Edwards,** Jan. 29.

Birth

A son, Andrew Frederick, to Mr. and Mrs. Robert S. Conant (**Nancy Jackson**), Dec. 21.

Peter Steinle has been promoted to captain while serving at Headquarters, U. S. Army Communications Zone, Europe, in Orleans, France. Above, Colonel Charles Anderson pins new insignia of rank on shoulders of Captain Steinle.

Kenneth and **Martha Johnson Moore** adopted a daughter, Lesley Curtis, in December. Lesley was born on Sept. 27, 1965. **Susanne Mersereau** is teaching in Berlin, Conn., and living at 59 Knight St., Wethersfield, Conn.

1958

Class Secretaries: **John C. Lewis, Jr., Susan Lockwood Lewis,** 29 South St., Middlebury. *Alumni Fund Chairmen:* **Frank Hurt,** 15 W. Aylesbury Rd., Timonium, Md. **Linda Durfee Dean,** 36 Lawrence Rd., Hamden, Conn.

Marriages

Frederick F. Taylor to Miss Judith M. Blodgett, Jan. 29. Jon H. Hardie to Mrs. **Gale Lorenzen Barker,** Dec. 30, 1964; address: R. F. D. 1, Lunenberg, Vt.

Births

A daughter, Joan Ransom, to **Mr. and Mrs. Charles Rice,** Jan. 23. A son, Michael Andrew, to Mr. and Mrs. James D. Loghry (**Margaret Lascelle**), Oct. 25.

Diana Angell is an educational assistant in the professional development section of the Hughes Aircraft Co. in Culver City, Calif.; address: 1108 Tellem Dr., Pacific Palisades, Calif. **Gordon Simms** is division manager of the Jamestown Veneer and Plywood Corp. Mr. Simms has recently been awarded a U. S. patent for a 5th string banjo capo. The address for him and his wife, **Mary Loomis,** is R. D. 1, Jamestown, N. Y. **Dr. Harlan Cummings,** a dentist with a private practice in Brandon, Vt., has joined the staff of the Brandon Training School as dental consultant. **Chandler Nims** is associate programmer in the systems and procedures department of IBM in Essex Junction, Vt., and is living at 28 Drury Dr. in Essex Junction. **George Bostwick, Jr.** has been admitted as a general partner in the New York Stock Exchange firm of H. N. Whitney, Goadby and Co. **Marvin Kelley** joined the staff of Queens College of the City of New York on Feb. 1, as manager of the Queens College Memorial Center. When the new student union building now under construction opens late in 1968 Mr. Kelley will also be assistant director for operations in that building. **Roberta Sanderson Sheldon** (Mrs. David) is teaching English in grades 9–12 at the Springside Girls School in Chestnut Hill, Pa.; her address: 1134 Pugh Rd., Wayne, Pa.

1959

Class Secretaries: **John L. Raymond, Mary Hinsman Raymond,** 130 Rhoda Ave., Fairfield, Conn. *Alumni Fund Chairmen:* **Anthony Garcia,** 2080 Midland Dr., Yorktown Heights, N. Y. **Jo Ann Witmer Anderson,** 426 Arbor Dr., Okema, Mich.

Marriage

Dr. Stephen P. Cohen to Miss Susan M. Keller, Jan. 16.

Birth

A third daughter, Leslie Tupper, to **Mr. and Mrs. Andrew L. Brown (Miriam Packard, '58,)** June 3.

Laurie Kane Siddiqi (Mrs.) is an instructor in French at Stanford University and is living at 2280 Crocker Way, Santa Clara, Calif. **Kent Vandewater** has been transferred to the Rochester office of the Automobile Mutual Insurance Company; his address: 29 Horwin Dr., Rochester, N. Y. **Ann Biggar Prewitt** (Mrs. Carl K.) is in Kampala, Uganda, East Africa, this year. Her husband is teaching at Makerere University. In the fall of 1966 they will return to Chicago where he will teach Political Science at the University of Chicago.

1960

Class Secretaries: **Breck S. Lardner, Susan Hibbert Lardner,** 53 Walnut Terr., Holden, Mass. *Alumni Fund Chairman:* **Lincoln Clark,** 921 Prospect Ave., Apt. 4, Takoma Park, Md.

Marriages

Felix C. Tan to Miss **Elizabeth S. Graves;** address: 482 Burnside Ave. Apt. C-16, East Hartford, Conn. **Roger V. Raymond** to Miss Carlo Ann Benscheidt, Feb. 12; address: 4011 East First St., Long Beach, Calif. William A. Sullivan to Miss **Allyn Moorman;** address: 2656 Newhall St., Santa Clara, Calif. Joseph Muscara to Miss **Carol Michalske,** Aug. 21; address: 4159 Haverhill, Detroit, Mich.

Phyllis Farrington Howard (Mrs. William) is working in personnel with the Federal Reserve Bank of New York in Buffalo, N. Y.; her address: 28 Brookwood Dr., Hamburg, N. Y. **Dr. Bruce Richards** is a doctor with the rank of Captain in the Air Force; address: 6043-B Oak, Fairchild Air Force Base, Wash. **Donald Chaffee** is a graduate student and teaching assistant in the economics department at the University of California in Davis; his address: 1007 Third St., Apt. 3, Davis, Calif. **Paul Denison** is a graduate student working for a Master's degree at Brown University until June of this year; his address: 150 Pleasant St., Rumford, R. I. **Joseph Bujold** has been named sales representative to Los Angeles, parts of California and Nevada for the C. F. Hathaway Co.

1961

Class Secretaries: **John L. Williams,** 150 Holly St., Rutland, Vt. **Janet S. Reed,** 116 Crosman Terr., Rochester, N. Y. *Alumni Fund Chairmen:* **Alfred Farrell,** 1514 Lee Highway, Apt. 201, Falls Church, Va. **Carol Nicholson Fryberger,** 26 Bruce St., Duluth, Minn.

Marriages

Gerald W. Carrick to Miss Ida C. Wheaton, Dec. 18. **Frederick E. Bickel, Jr.** to Miss Judith A. Ziegler, Sept. 18; address: 4038 Pinehurst East, Indianapolis, Ind. Michael A. McCarroll to Miss **Josephine B. Lenfestey,** Dec. 28; address: Odinstrasse 18–11, Munich 27, Germany.

Births

A third daughter, Cara, to **Mr. and Mrs. Tor Hultgreen,** Oct. 5. A daughter, Hilary Lyle, to Mr. and Mrs. Robert Binder (**Mary Jo Ageton**), Aug. 14. A daughter, Robyn, to Mr. and Mrs. Robert H. Cornell (**Margot Woodward**), Apr. 18, 1965. A daughter, Katherine Jean, to Mr. and Mrs. Eugene Decker (**Sarah Lobban**), June 10. A son, Charles Dieter, to Mr. and Mrs. Wolfgang D. Elfe (**Charlotte DuBois**), Aug. 1. A daughter, Linda Kerr, to Mr. and Mrs. Webster Van Winkle (**Judith McCann**), Nov. 20. A daughter to Mr. and Mrs. Clark Madigan (**Susan Sheridan**), in November.

member of Delta Kappa Epsilon fraternity.

1911—Word has just been received of the death of the **Rev. Rollo A. Kilburn** on Sept. 14, 1964. Mr. Kilburn attended Union Theological Seminary after graduating from Middlebury and received a B. D. degree from there in 1914. He had served parishes in New Jersey and New York until 1918 when he served for a year as Chaplain in the U. S. Army. In 1919 he became supervisor of Rural Survey, Interchurch World Movement, for a year and then Director of Rural Leadership and Religious Education at Tennessee Wesleyan College. In 1943 he became professor of sociology and Chaplain at the University of Chattanooga. Mr. Kilburn was a member of Delta Upsilon fraternity.

1933—Francis W. Rozon, 54, died July 19, 1964. He was a member of Kappa Delta Rho fraternity.

1933—Avery W. Steele, 58, died of a heart attack at his home in Concord, Mass., Jan. 30. At the time of his death he was the sales manager of Hogan Motors, Inc. of West Concord. Previously he had been associated for twenty years with the Middlesex Motor Co. of Concord. He had been a representative from the 10th Middlesex district and was a member of the Massachusetts Legislators Association. Survivors are a son, Frederick, and four daughters, Martha, Jeanne, Joanne and Mrs. Winifred Walker.

1936—Ruthanna Wilson Duncan (Mrs. Thomas L.), 51, died Dec. 8. After graduating from Middlebury she attended Smith School of Social Work, receiving an M. A. degree from there in 1939. Mrs. Duncan had been a social worker at the Girls' Service League of America, New York City, Family Society of Allegheny Co., Pa., and Children's Service Association, Milwaukee, Wis., until her marriage in 1940. Since that time, Mrs. Duncan had been a case worker with the Family Service Division, Neighborhood League, Wayne, Pa., and the Overbrook School for the Blind in Philadelphia. She was a member of Kappa Kappa Gamma sorority.

1951—Eleanor Keeler Murnighan (Mrs. Charles), died Feb. 5. After her graduation from Middlebury she attended secretarial school and worked as a library assistant in the library at Bennington College until her marriage in 1960. Since then she had been a secretary with the Olof H. Lundberg Insurance Agency in Albany, N. Y. Mrs. Murnighan is survived by her husband and a sister.

Edgar J. Wiley

1950

Edgar Jolls "Cap" Wiley, '13, Emeritus Director of Alumni Relations and Placement, and a former Dean of Men, died on April 5 at Phoenix, Arizona.

Mr. Wiley, for thirty-nine years a member of the Middlebury College staff, was 76 years old at the time of his death. He had been ill for some time.

A native of Ticonderoga, N. Y., Mr. Wiley received a master's degree from Harvard in 1921. He served as Assistant Dean of Men at Middlebury College from 1913 to 1918 when he was made Dean, a position he held until 1927.

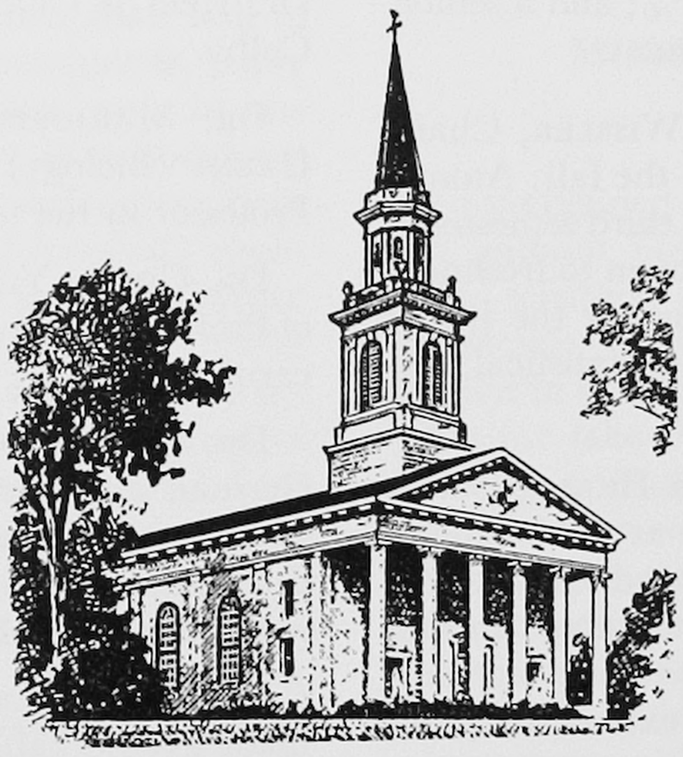
From 1927 to 1943, Mr. Wiley was Director of Admissions and Personnel. During World War II he served as Director of United Service Organization clubs in Williamsburg, Va., and in Oklahoma City. In 1947 he returned to the College as Director of Alumni Relations and Placement. He also served as Director of the Middlebury Memorial Fund. Mr. Wiley retired in 1952. Dr. Samuel S. Stratton, then President of the College, in announcing the retirement, called Mr. Wiley, "a scholar of integrity and a man of many friends and durable devotions." Alumni will remember with deep affection the qualities of Mr. Wiley's character: an understanding, sympathetic, patient attitude with a love for human beings, all of which made him a beloved member of the staff of the College.

In every enterprise and project in which Mr. Wiley was engaged—and there were so many—he worked with conscientiousness and thoroughness. He gave of himself to students and alumni unselfishly and without sparing himself. He knew that one experiences the true joy of living by seeking, in the words of the poet Robert Hillyer:

Not to be spared but to be used
Brain, sinew and spirit, before we die.

Mr. Wiley is survived by his widow, Elma Pruda Hardwood Wiley, and a daughter Mrs. Davis (Margaret Wiley, '41) Thomson of West Springfield, Mass.

"....By Will To The College On The Hill...."



From the Estate of the late Mrs. Bessie S. Twichell, an unrestricted bequest of $2500. This legacy will be established as the Bessie S. Twichell Fund in the permanently endowed funds of Middlebury College.

The late Mrs. Twichell was the mother of Edward S. Twichell of the Class of 1926.

RELIGION MAJOR: The Faculty Committee in late April approved a proposal that will give Middlebury College a religion major. The plan will be put into effect in the new academic year. The proposal indicated no additional faculty members. Students wishing to major in religion would focus upon either *History of Religion* or *Philosophy of Religion*. Students concentrating in the former area, in addition to courses currently offered in the Department of Religion, would be urged to take courses in art history, history, philosophy, political science, psychology and sociology-anthropology. Students concentrating on the latter areas would receive major credit for courses in English and other literatures, Fine Arts, Music and Philosophy.

dress: 382 Central Park West, Apt. 1-R, New York. **William Fitzpatrick** is a student at the University of Rhode Island; his address: 86 Prospect St., East Greenwich, R. I. **Sherman Eddy** is preparing for marine science at the University of Miami; his address: 100 Sunrise Dr., Apt. 23, Key Biscayne, Fla. **Elizabeth Ramsey** is a systems control administrator and computer programmer with Arthur Stedry Hansen Consulting Actuaries, Inc. of New York; her address: 646 West End Ave., Apt. 3-A, New York, N. Y. **Brennan Rash** completed fifteen weeks of preparation at a Peace Corps training camp in Puerto Rico in February and was then assigned to South America. **David Riley** is a first year student at George Washington Law School; he and his wife, **Susan Phibbs, '65,** are living at 1512 21st St., N. W., Apt. 5, Washington, D. C.

1965

Class Secretaries: **David W. Cook,** 264 No. Main St., Wallingford, Conn. **Susan C. Tompkins,** 35 Barker Ave., White Plains, N. Y. *Alumni Fund Chairmen:* **Kimball D. Cartwright,** Hastings Hall, Union Theological Seminary, Broadway at 120th St., New York, N. Y. **Judith Fair Mowry,** 520 E. Buffalo St., Ithaca, N. Y.

Marriage

Richard C. Douglas to Miss Barbara J. Flowers, in February.

Birth

A daughter to **Mr. and Mrs. John Brodhead, '66 (Gertraud Gutzmann),** Jan. 28.

Jane Isaacs is a bilingual secretary to the president and vice president of Bercut-Vandervoort and Co., a French wine importing firm; her address: 1235 Pine St., Apt. 4, San Francisco, Calif. **George Maker** is a teacher in the Peace Corps: his address: c/o Peace Corps, American Embassy, Blantyre, Malawi, E. Africa. **Ruth Tomasi** is a library assistant at the Widener Library, Harvard University. **Charles Bennett** is in the Peace Corps and is teaching English, mathematics and science in a secondary school in Uganda. **Ardis Austin** is a librarian with the Federal government; address: Harvard Towers, Apt. 814, 1945 Harvard St., N. W., Washington, D. C. **Ellen Andersen** is working for the Branden Press in Boston, Mass. **2nd Lt. William Mueller** is on active duty in the Army and is stationed in Baumholder, Germany; his address: Co. A, 1st Bn., 13th Inf., A. P. O. New York 09034.

Master's

1925—Addie F. Sweet, 90, died in Clinton, Mass., Jan. 9. She had taught for several years in Connecticut when she became interested in Negro education and went to Clark College in Atlanta, Ga., where she taught for three years before going to Fisk University in Nashville, Tenn. She remained there for twenty years and then accepted a position as a teacher of Spanish at Phillips University in Enid, Okla., where she taught until her retirement in 1946.

1946—Dr. J. Edward Harvey has been appointed professor-in-charge of the 1966–67 Sweet Briar Junior Year in France.

1953—Correction: Adelbert Mason, vice principal of George School, will become Headmaster of the Abington Friends School in August and not the George School as stated in the winter issue of The News Letter.

1957—William Easterling will become chairman of the Dept. of Modern Languages at Mercer University, Macon, Georgia, next fall.

1958—William Tyson married Miss Frances Menk, Jan. 8.

1960—George Engeman will be teaching Spanish at Oakland University in Rochester, Mich., next year.

1962—Margaret A. Scholl is an instructor in German at Drury College, Springfield, Mo.

1962—Marlene Lippmann will be married on May 22 to Mr. Stephen Neuman.

1964—Diane Montgomery was married to Charles D. Rice, Jr., in January.

Gail W. Miller was married to Mr. Henry H. Babcock in January.

1965—Brother Dominic Fontaine has accepted a position as chairman of the Modern Language Department at Bishop Bradley High School, Manchester, N. H.

Obituaries

1898—Frank W. Cady, 91, died Jan. 31, following a long illness. After attending Middlebury he joined the railway mail service and served with this agency until his retirement in 1937. Mr. Cady is survived by his wife, the former Anne Freeman. He was a member of Chi Psi fraternity.

1899—Word has been received of the death of **Jessie R. Campbell,** 88. She had attended Middlebury for two years before transferring to Syracuse University where she received an A. B. degree in 1899. She had been a teacher in New York State and California until her retirement in 1942. Miss Campbell was a member of Pi Beta Phi sorority.

1900—Rena Bisbee Hadley (Mrs. Walter), 88, died in January. Mrs. Hadley had devoted her life to music, first as an organist in Newburyport, Mass., organist and choir director, teacher of piano and organ in Milford, Hopedale, Hatfield and Watertown, Mass. Public Schools. She was the author of articles on musical subjects and was an associate in the American Guild of Organists. Mrs. Hadley was a member of Phi Beta Kappa and the Pi Beta Phi sorority.

1901—Word has been received of the death of **Charlotte M. Johnson** on Oct. 23, 1963. Miss Johnson received both an A. B. and an A. M. degree from Middlebury. She had taught in Colorado and Massachusetts and was a missionary in China for eight years. Miss Johnson was a member of Phi Beta Kappa and Pi Beta Phi sorority.

1903—Bertha M. Kelsey, 84, a retired teacher, died in Quincy, Mass., in December. She had taught in high schools in Minnesota, Massachusetts and New York and from 1922, until her retirement in 1945, had taught mathematics in Quincy (Mass.) High School. She received a Master of Education degree from Harvard in 1933. She is survived by a sister, Mrs. Alice Nash. Miss Kelsey was a member of Pi Beta Phi sorority.

1905—Harris H. Holt, 83, died Jan. 27, following a long illness. He had taught at the University of Wisconsin and St. John's Military Academy in Delafield, Wis., and from 1913 until his retirement in 1954 was Dean of St. John's. Mr. Harris was the first Rhodes scholar from Middlebury College. He is survived by his wife, the former Hazel Quigg. He was a member of Phi Beta Kappa and Delta Upsilon fraternity.

1910—E. Bruce Hallett, 79, died Jan. 22, following a long illness. He held A. B. degrees from both Middlebury and Harvard University and an LL. B. degree from New York Law School. Following his graduation from Middlebury he taught in McGrawville (N. Y.) High School and McKeesport (Pa.) High School until 1913 when he entered New York Law School. He was admitted to the bar in 1916 and was then associated in the practice of law with several law firms until 1919 when he joined the firm of Davis, Wagner, Heater and Hatton, later known as Davis, Wagner, Heater and Hallett. Survivors are his wife, the former Clara Engel, '12, two daughters, Janice and Lura, and a son, Erwin B., Jr. Mr. Hallett was a

FACULTY FORUM

(*Continued from page 11*)

and the practical skills exalted by materialistic, commercial and utilitarian objectives in education.

But ultimately the conflict between teaching and research springs from the sharply opposed values of our fragmented culture, the profound schism between the materialist world of the natural scientist and the non-materialist world of the liberal arts humanist. Since the seventeenth century the natural sciences have enjoyed an ever increasing success and prestige that has swept away or subordinated all humanistic considerations. Since science achieved its spectacular success by the methods of experimental research, it has come to be widely assumed that the application of the scientific method in human affairs will produce the same results in the liberal arts. This conviction is generally accompanied by the wholly unscientific belief that science alone can supply the whole truth about reality. Underlying this conviction is the Positivist assumption that if anything cannot be verified by empirical observation, if men cannot see, weigh, measure and control phenomena, then it lacks significance as value.

Such assumptions strike at the very core of the humanities in their attempt to transmit the knowledge, beauty and wisdom of classical learning. With the triumph of materialistic science, the liberal arts (like religion) have come to be thought less and less pertinent to the interests and values of modern men. In short, the humanities have been pushed to the fatal course of imitating the physical sciences, because research is more esteemed than skill in the Socratic method of discourse. As a consequence, today the liberal arts are more immersed than ever in the trivial minutiae of technical specialization. Professors have pursued research until they know more and more about less and less and end up knowing almost everything about nothing. When the research professor has become a victim of his own specialization, he is often a far worse teacher in the classroom than the beginning teaching fellow. As a result of the stress on scientific research at the expense of teaching, the modern college is often far removed from the medieval ideal of a self-sufficient community of scholars and teachers.

For more than half a century the Ph.D. program has been criticized, often quite justly, for not really preparing graduate students for college teaching. There has been far too much stress on scholarly research. Many educators have urged the creation of a new type of Ph.D. program, specifically designed for liberal arts college teaching. It would not be centered in the specialized area of a subject, nor require a dissertation utilizing the scientific methods of research. Nor would it be concerned much with methodology based upon modern psychology. Its object would be to provide a thorough mastery of the subject to be taught.

There are no signs that such a degree will be forthcoming in the near future. Meanwhile, if effective resistance is to be made against the claims of scholarly research and publication at the expense of sound teaching, it will have to come from intelligent, courageous and humane administrators, from boards of directors, presidents, deans and chairmen of departments, who deny the policy of publish or perish and assert the primacy of college teaching.

Dr. Stanlis, after receiving his B.A. from Middlebury, took his M.A. at the Bread Loaf School of English (1944), and his Ph.D. at the University of Michigan (1951). He held the Robert Frost Scholarship at Bread Loaf, and a Rackham Fellowship at the University of Michigan. In 1947 he won the major Hopwood Prize for literary criticism at the University of Michigan. Dr. Stanlis has taught English at Ithaca College (1945–46), at the University of Michigan (1946–48), at Wayne State University (1948–52), and since 1952 he has been teaching at the University of Detroit, where he is Professor of English, specializing in the eighteenth-century. He was guest professor at the Bread Loaf School during the summers of 1961 and 1962. He was published over fifty articles on political, historical, and legal subjects, and for the past seven years he has been the editor of *The Burke Newsletter*, a quarterly journal devoted to studies of Edmund Burke and the last half of the eighteenth century. Among his four books are *Edmund Burke and the Natural Law* (1958), completed while a Newberry Library Fellow, and *Edmund Burke: Selected Writings and Speeches* (1963), and *The Relevance of Edmund Burke* (1964). Dr. Stanlis is well known in the United States and abroad for his scholarship on Burke and in the eighteenth century. At present he is completing a bibliography on Burke and is well along in a book on Robert Frost.

MOMENTUM FOR A PURPOSE

(*Continued from page 14*)

our aims defined in the Ford Profile—aims which point the way without binding us. Three major areas have been under scrutiny. Again you know what these areas are. (1) science, (2) art and music and (3) planning for expansion in enrollment (up to 1800 over a 10 year period).

Let me take the science planning as an example. This could be a whole talk in itself. In the Natural Sciences there has been what I can only call a ferment. New ideas have emerged, new relationships have been perceived. The geologist looks to the physicist in geo-physics, the biologist to the chemist in bio-chemistry, the physical chemist is hard to distinguish from the nuclear physicist. In short, the barriers between and among the sciences are crumbling—hence we want a center not merely for convenience but for an educational purpose. Academic planning has its own peculiar character and this character sometimes emerges in differences of opinion (to put it mildly). A science center is a little like "free will." I know what it is until you ask me! Sometimes I feel like Plato's charioteer trying to drive the two great horses of the soul—one black, unruly and imaginative; the other white, even-tempered but conventional. The team in balance makes for a great soul. So with our Science Subcommittee. There are other times when I feel like George Bernard Shaw who was

WITH OUR FACULTY

(*Continued from page 12*)

The chemistry, geology, and physics departments endorsed the proposal but did not feel that the organization of course material in their respective departments at this time would permit them to join in the experiment.

Another program under recent adoption by the faculty in its constant effort to insure sufficient flexibility within the framework of curricular requirements and to minimize the waste factor, bears the title "Departmental Scholars." If a student with superior background in a subject area feels that he can effectively do the work of a course independently of class meetings, he may apply to a department at any time before the end of the third week of classes, to be designated a Department Scholar with the following privileges:

1. Be excused from all requirements of attendance in class, with the option of attending at any time,
2. Be excused from all quizzes and examinations except the final examination,
3. Be excused, as the instructor shall determine, from any written work, laboratory work, or deadline for written reports except that all work from which he is not excused shall be submitted at least one week prior to the end of classes.

The following conditions must have been satisfied:

1. The student must have completed at least one semester's work in the department,
2. A freshman shall have an average of at least 90% in all work taken in the department; a sophomore, an average of at least 89%; a junior, 88%; and a senior, 87% in courses taken in the department.

The Physics Department, Professor Wissler, Chairman, will institute several new courses in the fall: Atomic Physics at the second year level, actually a third semester of the General Physics course which will be open to freshmen for the first time; Electromagnetic Theory at the junior level; Thermodynamics—Kinetic Theory—Statistical Mechanics at the senior level.

The Fine Arts Department, Professor Healy, Chairman, aims to offer an introductory course at the freshman level. The proposed course provides an introduction to the forms, structure and techniques of architecture, painting and sculpture and an application of these to selected samples. In addition the faculty has voted to extend the practical courses in the several media to encourage greater involvement of the student who is merely initiated into an interest by the present one semester offerings. Full realization of this objective will be delayed until more staff and better facilities are available.

Faculty Notes

The majors and faculty members in the Natural Science departments have enjoyed the rewards of visits by outstanding scholars in their respective fields during the winter months. These visiting scientists are sponsored by national associations and institutes. Their visits are usually for two or three days and provide opportunities for discussions with department faculties concerning curriculum and research problems, talks with seniors in relation to their future plans, seminars, and usually an evening public lecture on a subject of general interest. Among the scientists who have visited Middlebury this year are Dr. William Hairstone, Columbia University, Biology; Dr. Fred Donath, Columbia University, Geology; Dr. Norman F. Ramsey, Harvard University, Physics; Dr. Edward L. Ullman, President of the Washington, D.C. Center for Metropolitan Studies, Geography; Dr. John Burmeister, University of Delaware, Chemistry.

The promotion of Dr. David Littlefield (English) to the rank of Associate Professor of English has been announced. Professor Littlefield is a Visiting Fellow in Classics at Princeton this year. His delightful report, "A Season of Surcease," appeared in the Winter Issue of the News Letter.

Dr. Leslie C. Bigelow (Philosophy) has been invited to participate in a six-week seminar at the University of Colorado this summer. The Council of Philosophical Studies, under a grant from the Carnegie Corporation, is sponsoring the Institute. Some fifty teachers of philosophy, chosen because of their substantial interest in "Ethics and the Philosophy of Mind" will study under a staff of outstanding philosophers.

Dr. Bruce B. Peterson (Mathematics) will be teaching at the N.S.F. Summer Science Institute at Colby College this summer. Dr. Evans Reid, one time Professor of Chemistry at Middlebury, is the Director of the Institute. Dr. Reid is Chairman of the Chemistry Department at Colby.

Dr. Marjorie Lamberti (History) and Dr. Abbot Gaunt (Biology) will each assume the rank of Assistant Professor in the fall.

Dr. Chung-Ying Chih has been promoted to the rank of Professor of Physics. He joined the faculty in 1954 having earned his Ph.D. at the University of California.

Dr. Werner Neuse retires on June 30th as Professor of German and Chairman of the Division of Foreign Languages, which post he has held since Dr. Freeman retired three years ago. Werner will have completed 34 years as a member of the Middlebury Faculty.

Mr. Peter Berndt (German) and his wife, Karla, have made a remarkable recovery after a very serious automobile accident during the Christmas holidays. Peter returned to the classroom following the spring vacation. He plans to leave Middlebury to return to graduate school following the 1966 Summer Language School.

Dr. Rowland Illick (Geography) will be teaching in the Graduate Program at Queens University, Kingston, Ontario this summer. His colleague in geography, Dr. Vince Malmstrom, plans a busy summer. He will teach for six weeks at Michigan State University summer school and then work for several weeks on a research project in the Lake Winnipeg-Nelson River Region of Manitoba.

logical Seminary, is offering a new course in the History of Christianity. In the fall of 1967 another teacher-scholar will join the department in a full-time capacity. Thus the College has responded to the new religious situation in the most appropriate manner.

Parallel to the intellectual interest in religion of many students is their deep concern for social and political issues. Ten years ago a few were talking about these matters, but today they are doing something about them. To be sure large numbers of students, here and elsewhere, seem relatively unconcerned, but since the distinctive coloration of any student generation is provided by its creative minority, it is the minority that is significant. Among them are those who have traveled hundreds of miles to join thousands in a protest march in Montgomery. Others have spent their summers in voter registration drives, tutorial projects in slum areas, or helping to build a schoolhouse in an African village or a student center at a Peruvian university. Recent graduates in surprisingly large numbers have enlisted in the Peace Corps or accepted overseas assignments of similar nature with church related agencies.

"But what has all of this to do with religion?" someone may ask. Perhaps much, perhaps little. A few students would explain their activist commitments as a logical extension of religious faith, whereas others would ascribe their actions to humanitarian concern. As one who finds his life orientation in the Jewish-Christian tradition, I would have to say "no matter!" Those who hunger and thirst after righteousness anywhere, any time, and at whatever cost are among the blessed. And for that point of view the world has known a rather impressive Authority.

THE LIBRARY COLLECTION AND THE TEACHING PROGRAM

(*Continued from page 36*)

dollars a year per man. This is a consideration that should not be lost sight of by those who administer great universities.

Fifth, a library is vital to proper exploitation of our intellectual resources.

Sixth, the library is essential to maintenance of free access to ideas, and to the functioning of the untrammeled mind. Thought control will never be successful so long as books are freely and widely available. Here the laboratory can never take the place of the library.

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[1]Libraries and Universities; Addresses and Reports, by Paul Buck (Cambridge. Harvard University Press 1964), p. 9.

FOUR STUDENTS TO RECEIVE WOODROW WILSON FELLOWSHIPS

(*Continued from page 3*)

although recipients are not compelled to choose higher education as a c areer.

Students named Woodrow Wilson fellows and their field of graduate study are Robert E. Adamec, Psychology; Frederick G. Kavanagh, now studying at Princeton under Middlebury's Critical Languages Cooperative Program, Soviet Politics; and Scott P. McDonough and Judith R. Rowe, Comparative Literature.

Middlebury seniors receiving honorable mention are Thomas A. Bullard, Drama; Cynthia A. MacMackin, History; William P. Michaels, English Literature; and Richard P. Mills, History.

PRESIDENT WILL HEAD FUND

(*Continued from page 3*)

operating expenses rather than capital funds, each college using its share wherever the need is greatest. Almost all receipts so far have been used to increase faculty salaries.

As its head, Dr. Armstrong will preside over an organization which last year raised almost three quarters of a million dollars for member colleges and which in its 13-year history has raised $5,064,174.

Dr. Armstrong, who became president of Middlebury in 1963, is a member of the Commission on Plans and Objectives for Higher Education for the American Council on Education; the Vermont Higher Education Facilities Commission, and the Vermont Higher Education Council of which he was president in 1964–1965. He also is a trustee of the Princeton Theological Seminary.

ANNOUNCE TUITION INCREASE

Tuition at the College will be increased from $1,500 to $1,700 beginning with the academic year 1966–67.

In making the announcement, President Armstrong said the reason for the increase is because "education at Middlebury College is concerned with individual persons and the quality of their lives.

"We believe that such education proceeds best when there is a close student-teacher relationship and a first-rate faculty in the classroom, the laboratory, the studio, the theatre and the lecture hall."

Though continually concerned with keeping costs down, Dr. Armstrong said, "we cannot erode our very justification for existence by cutting corners where it affects quality most."

Dr. Armstrong also announced that Middlebury also will enlarge its financial aid program to include more scholarships, loan funds and employment opportunities, to permit an equitable adjustment to the needs of students now enrolled or seeking admission.

NATIONAL HISTORIC LANDMARK: Among the sixty-five sites, buildings and districts listed recently by Secretary Stewart L. Udall as eligible for designation as National Historic Landmarks is Middlebury College's Emma Willard House. Emma Willard (1787–1970) was an influential pioneer in the fight for female education in the United States. Her basic ideas on female education arose from her experience in the Middlebury Female Seminary, which she opened in her home in 1814 and is now used as the College's Admission Office.

asked what he thought of TV, and Mr. Shaw replied, "I don't know: I'm afraid to look."

The main point is that we are moving in an area where there is great concern on the national level—a concern that the colleges not fall behind in the teaching of 20th century science. We recognized the problem long ago; we know we must act now, not to keep abreast, but to catch up. I'm happy to report that the Trustees have approved the design of our Science Center and we go into working drawings for Phase I in March!

Just a word now about the library. The Ford Grant coincided happily with appointment of a new Head Librarian, John McKenna, who maintains that opportunity has knocked twice for him—two Ford Grants in one lifetime. He knows how important a library is to the fabric of the whole educational world at Middlebury. Our Starr Library is physically a superb plant; it remains to strengthen the holdings for the level of undergraduate work set by the faculty. We told the Ford Foundation that we needed to expand our holdings rapidly, and hence allocated a large sum of Ford money to a "supplementary allotment" while almost doubling at the same time our regular book acquisition budget.

All constituencies have been affected by the Ford Challenge Grant, and perhaps the most gratifying, the most encouraging and renewing has been the response of Middlebury's alumni and friends. All have been willing to lift their sights to a vision of new possibilities for the College. The Ford Foundation looks carefully at the strength of alumni support. One example will illustrate the spirit of which I speak. In his report to me, Middlebury's Director of Alumni Relations wrote, "I was asked by the New York office to enlist alumni to act as regional chairmen in 72 areas throughout the country. Seventy-two alumni out of 82 responded affirmatively. Health prevented 5 from accepting." Such a record beggars comment or praise; it speaks for itself.

I have spoken of momentum. I add now the adjective "self-propelling"—self-propelling momentum. WE HAVE IT not only on the campus but thanks to the magnificent leadership among our alumni we have momentum in our capital campaign. You have the organization and the spirit. I pledge to you that we at the College will do everything in our power to help you.

We shall not bury your talents; we shall put them to use to create the best conditions possible for students, scholar and staff at Middlebury.

THE PURSUIT OF KNOWLEDGE

(*Continued from page 18*)

is no chance to review material calmly then sit back and take a long view of the semester's material. The student may really want not only to remember what he has read but also understand and evaluate it; but often all he can do is rest on the vain hope the exam question will ring a few bells and help pull all the loose ends together. The solution to this pressure situation is a reading period of a respectable length.

So far, only the external pressures of the academic environment have been considered. Most students, however, feel a pressure from within that increases the impact of external demands. Serious-minded students are caught between a desire to get things done and a desire to do well. "Doing well" may mean getting an 88 and with it the satisfaction that your performance has met the standards of someone you respect; or it may mean satisfaction for having met your own standards—walking into an exam relatively confident that you have done the subject matter justice. Academic performance, then, becomes a sort of juggling act—a struggle to balance time and the external demand for "quantity" with the inner demand for "quality." An uneven "performance" as reflected in grades is a possible result: the student makes a choice, involving himself in one or two courses and letting the others go. The choice is complicated somewhat by the fact that most students would like to remain at Middlebury and probably have long term goals such as getting into graduate school. Then, for many, parental pressure adds to the burden of choice.

Academic pressure in all its forms, though, does produce positive results: it develops self-discipline, responsibility and maturity of judgment. But a liberal arts college should not just represent a four-year character-building process. It is finally the quality of education that counts. To achieve this quality, the pursuit of knowledge needs to be slowed from a headlong gallop to at least a respectable trot, one that is slow, but disciplined.

RELIGION AT MIDDLEBURY

(*Continued from page 21*)

faith evaporated?

It is my observation that although certain obvious forms of piety have indeed dropped out of sight, the basic interest among students in religion has not lessened, but has found new outlets for its expression. Today's student is apt to be far more interested in an intellectual approach. He wants to *know* what religion has said and is saying. The steady growth of interest in religion courses is the best evidence for this. By the end of the current college year there will have been approximately 400 enrollments in classes such as two introductory courses, Biblical Literature, Christian Doctrine and Ethics, Philosophy of Religion, World Religions, History of Christianity, Modern Religious Thought (a seminar that meets with an English Department seminar), The Religious Thought of India, and Independent Study.

To be sure this academic interest has been growing gradually over the years, but growing indeed. In response the College has brought to the faculty men like the late Marion Shows, whose untimely death in 1959 deprived us of a brilliant teacher and scholar, and current assistant professors Visvaldis V. Klive and Victor Nuovo. In 1964–65 Dr. Robert L. Ferm, chairman of Pomona College's Department of Religion, was visiting professor. This year Dr. John T. McNeill, a gifted historian who has taught at the Universities of Chicago, Indiana, and at Union Theo-

MIDDLEBURY COLLEGE
NEWS LETTER • SPRING ISSUE • 1966

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1966 Commencement Program

Friday, June 10

2:00 p.m.–10:00 p.m.	Registration, Alumni House Lounge
6:30 p.m.	Buffet Supper, Bread Loaf Inn
8:30 p.m.	Alumni Seminar, Bread Loaf Theatre, "*The Role of the College in Today's Society*" Dean Dennis O'Brien, Moderator

Saturday, June 11

8:30 a.m.–12:30 p.m.	Registration, Alumni House Lounge
9:00 a.m.–11:30 a.m.	Alumni Coffee Hour, Alumni House Lounge
10:00 a.m.	Tour of Campus, Meet at Alumni House Lounge
10:30 a.m.	Alumnae Association Meeting, Pearsons Living Room
10:30 a.m.	Alumni Association Meeting, Redfield Proctor Hall
12:15 p.m.	Commencement Luncheon, Memorial Field House
3:00 p.m.	Tour of Campus, Meet at Memorial Field House
3:30 p.m.– 5:00 p.m.	Informal Reception, President's House, 3 South Street
6:30 p.m.	Class Reunion Dinners
8:30 p.m.	Commencement Play—*Thieves' Carnival*, Wright Memorial Theatre

Sunday, June 12

10:45 a.m.	Baccalaureate Service, Mead Memorial Chapel
12:30 p.m.	Phi Beta Kappa Dinner, Redfield Proctor Hall
4:00 p.m.	Piano Recital, Robert B. Browne, Mead Chapel
8:30 p.m.	Commencement Play—*Thieves' Carnival*, Wright Memorial Theatre

Monday, June 13

10:15 a.m.	Commencement Procession, Memorial Field House
10:30 a.m.	Commencement Exercises, Memorial Field House
All Week End	Art Exhibit, Carr Hall

Class Reunion Dinners

Saturday, June 11, 1966 at 6:30 P.M.

Reunion Chairmen — *Place*

Class of 1916 (50th) — **Forest West**

Alban J. Parker
20 Park Street, Springfield, Vt.
Mrs. Frederick L. Fish
3 Baskin Road, Lexington, Mass.

Class of 1921 (45th) — **Forest East**

Sam P. Davis
23 New York Avenue, White Plains, N.Y.
Mrs. Stanley V. Wright
R.F.D. 2, Middlebury, Vt.

Class of 1926 (40th) — **Dog Team**

E. Murray Hoyt
8 Green Mountain Place, Middlebury, Vt.
Mrs. James Gwin
72 Frederick Lane, Glendale, Mo.

Class of 1931 (35th) — **Le Château**

E. Parker Calvert
4 Windermere Road, Auburndale, Mass.
Mrs. James Cassidy
208 Seventy-fourth Street, North Bergen, N.J.

Class of 1936 (30th) — **Brandon Inn**

Douglas T. Hall
225 Park Avenue, Mahtomedi, Minn.
Phyllis G. Sanderson
35 Abbott Street, Beverly, Mass.

Reunion Chairmen — *Place*

Class of 1941 (25th) — **Bread Loaf**

Thomas H. Bennett
102 Highgate Place, Ithaca, N.Y.
Mrs. M. Gilbert Hubbard
18 Utica Street, Clinton, N.Y.

Class of 1946 (20th) — **Waybury Inn**

William R. Niederauer
19 West Lane, Bayshore, N.Y.
Mrs. Roy E. Coombs, Jr.
124 Summer Street, Andover, Mass.

Class of 1951 (15th) — **Proctor Hall**

Mr. & Mrs. William A. R. Deming
Marsett Road, Shelburne, Vt.

Class of 1956 (10th) — **Proctor Hall**

Guy Cote
P. O. Box 392, Bellingham, Mass.
Charlotte C. Duryea
Beach Road, R.F.D. 1, Bradford, R.I.

Class of 1961 (5th) — **Middlebury Inn**

John L. Williams
150 Holly Street, Rutland, Vt.
Janet S. Reed
116 Crosman Terrace, Rochester, N.Y.